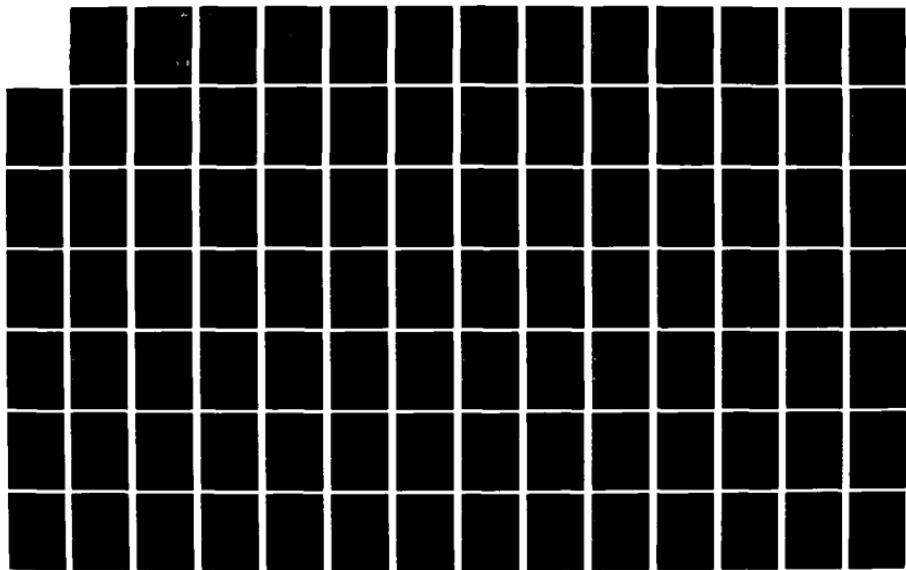


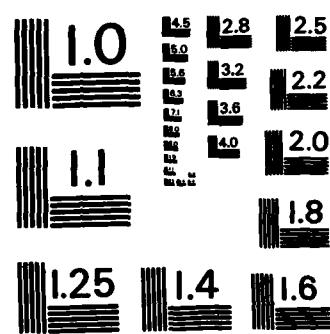
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SYSTEMS INSTALLER/OPERATOR(U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER OCT 82

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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR
MOS 36C- WIRE SYSTEMS INSTALLER/OPERATOR

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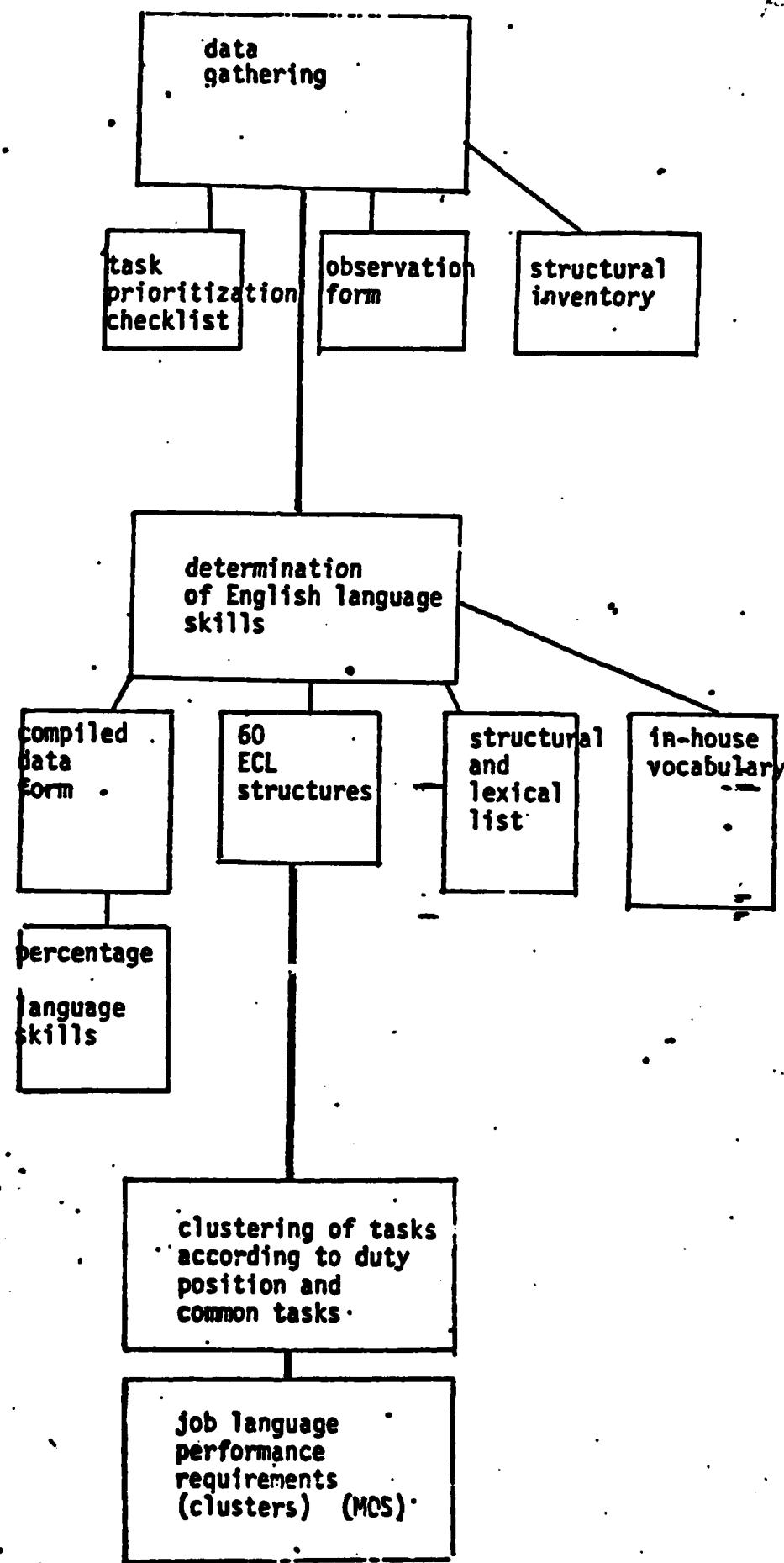


FIGURE 1

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19. KEY WORDS (Continue on reverse side if necessary and identify by block number) <table> <tr> <td>Job Language Performance Requirements (JLPR)</td> <td>Task Inventory</td> </tr> <tr> <td>Lexical Analysis</td> <td>Common Tasks</td> </tr> <tr> <td>Structural Analysis</td> <td>Listening</td> </tr> <tr> <td>English Language Skills</td> <td>Speaking</td> </tr> <tr> <td>Task Prioritization Checklist</td> <td>Reading</td> </tr> </table>			Job Language Performance Requirements (JLPR)	Task Inventory	Lexical Analysis	Common Tasks	Structural Analysis	Listening	English Language Skills	Speaking	Task Prioritization Checklist	Reading
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Lexical Analysis	Common Tasks											
Structural Analysis	Listening											
English Language Skills	Speaking											
Task Prioritization Checklist	Reading											
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.												

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PREFACE

Instructions for review of Job Language Performance Requirements for 3SC.

Military Reviewers:

Please look over Sections I through IV. These sections discuss the gathering of data, organization of data, and clustering of the tasks. Sections V and VI are the main products of the entire process, the Job Language Performance Requirements per cluster, and finally, for the entire MOS.

Pay careful attention to Appendices one through eight. These appendices contain all the information used to determine the Job Language Performance Requirements.

You as the reviewer have first hand experience with the tasks and training. Your review will help add much needed input to the design and development of the course. Please write any suggestions or changes directly on the document.

As you look over the document, please keep the following questions in mind:

1. Do the requirements identify the language skills necessary in AIT and the Unit?
2. Do the requirements clearly state what the soldier must do in regard to language?
3. Are there any terms that need to be added or removed completely?
4. On what language skill is the most emphasis placed in AIT and Unit?
5. How much carry-on is there between AIT and Unit requirements in language skills, structure and vocabulary?

Thank you for your cooperation. It is greatly appreciated.

An explanation of Appendices one through eight follows:

Appendix one is the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two is the Task/Inventory Completed Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three is the Percentage of Language Skills. This form includes computations of language skills for each task cluster.

Appendix four is the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five is the final list of structural and lexical items found through data gathering and organization.

Appendix six is the in-house vocabulary list. This is a task by task listing of the vocabulary observed in actual training situations as well as in the Soldier's Manual.

Appendix seven is the machine generated vocabulary for 36C prepared by TRADOC.

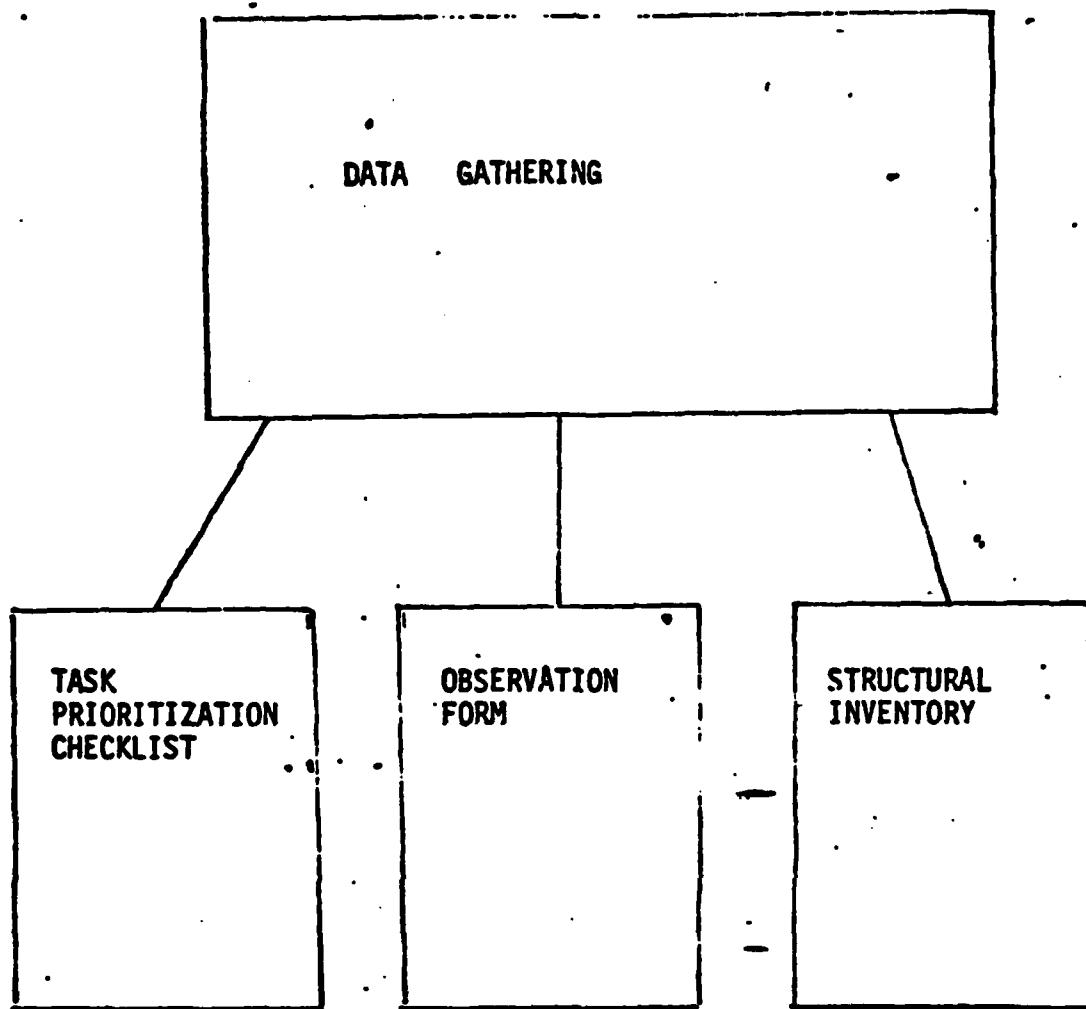
Appendix eight is the list of structural and lexical items requisite to 60 ECL. These were determined through coordination with the Tests and Measurements Section at the Defense Language Institute and the Defense Language Institute, American Language Course materials.

SECTION I

DATA GATHERING

INTRODUCTION

To determine the Job Language Performance Requirements for 360 data had to be gathered. The gathering of data and form used are discussed in the following section.



1-2-360

FIGURE 2

SECTION I: DATA GATHERING

In order to establish job language performance requirements for MOS 36C, the curriculum department at the Defense Language Institute (DLI), analyzed the current learning and working situations, user populations and individual tasks pertaining to 36C. The goal was to collect data which would help identify the job language performance requirements not only in the MOS but also in the field of language.

To analyze learning and working situations, user populations and individual tasks, training specialists visited AIT and Unit cadre at Ft. Gordon, Georgia, and Germany. Here, interviews were conducted using a Task Prioritization Checklist, (Appendix 1). First line supervisors answered the following questions:

1. Is the task taught?
2. Is the task tested?
3. How is the task tested?
4. How is the task taught?
5. How important are speaking, listening, reading and writing?
6. What are the results of poor performance?

Additional data was gathered through use of an Observation Form and a structural analysis of the Soldier's Manual.

The Observation Form (Appendix 4) was used by the personnel conducting the interviews to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of experts who first listed all structures found in the Soldier's Manual and then all structures, standard and non-standard, noted on the Observation forms for 36C. All vocabulary from the Soldier's Manual was also listed. Then all lists were combined into a lexical and structural inventory.

CONCLUSION:

The tools for data gathering were:

1. The Task Prioritization Checklist (Appendix 1)
2. The Task Inventory Compiled Data Form (Appendix 2)
3. The Observation Form (Appendix 3)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in 36C).

These tools were used to form the data pool from which the information to determine the Job Language Requirements was found.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

The data gathered was not immediately useful. It had to be organized into information. The following section discusses the organization of the data to determine the English language skills.

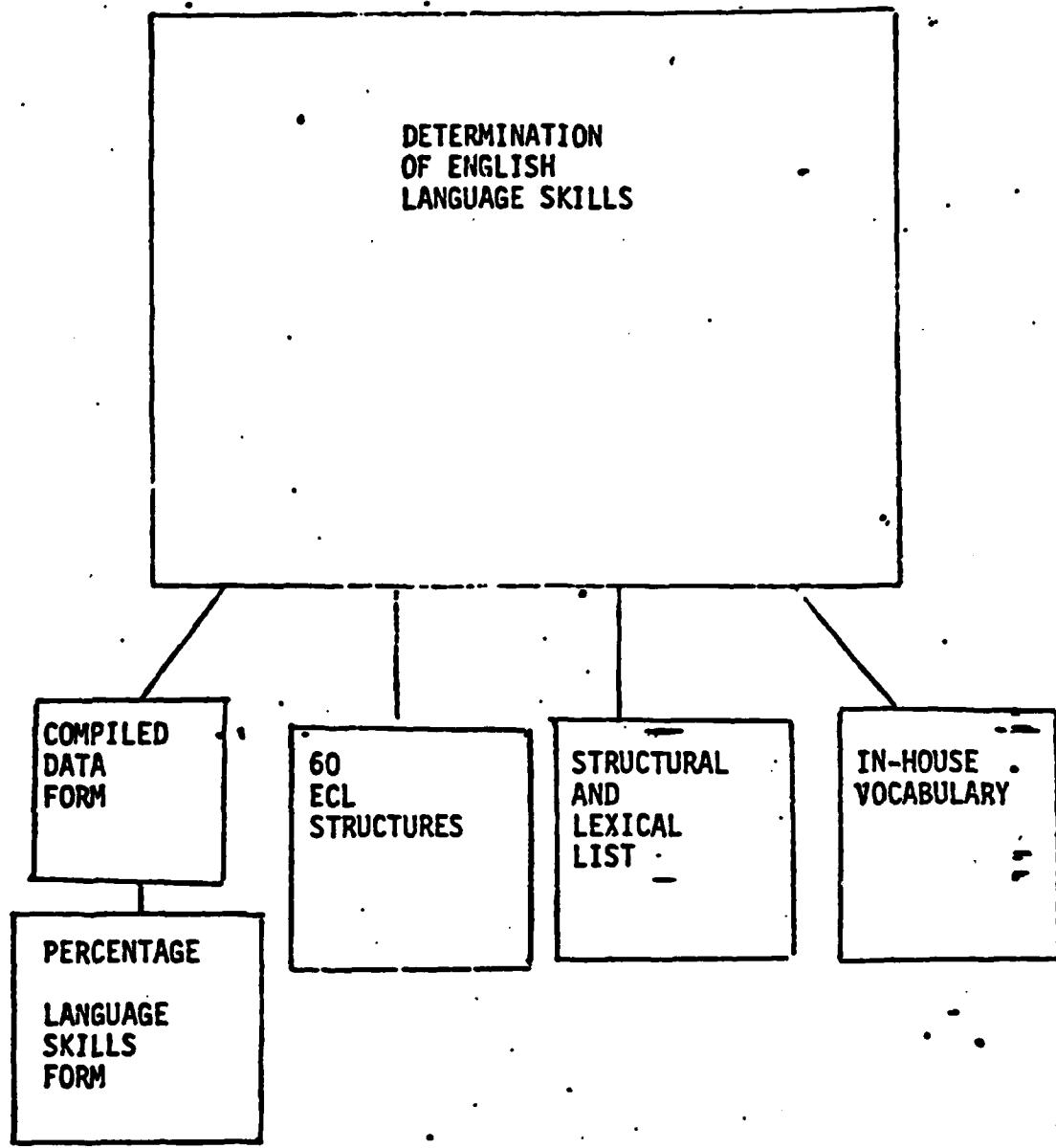


FIGURE 3

2-2-36C

The data gained was summarized to determine the English Language skills which the soldier must learn to perform the task.

The Compiled Data Form, Appendix 2, was used to organize the data from the user populations. The information from the Task Prioritization Checklist was directly recorded on this form. Three variables from the prioritization checklist were used to determine the language skills. They were:

1. Methods of teaching.
2. Methods of testing.
3. The ratings given to the English language skills

The three variables were identified as to English language skills involved. The following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	Listening, listening, writing listening reading, writing
Methods of Testing performance oral written	listening speaking writing, reading
Rating of English Language Skills listening speaking reading writing	*a response of 2 or 3 on a scale of 1 to 3 was tallied a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*This is the top portion of the Task Prioritization Checklist from which the information was taken.

RATING: 1 = high 2 = med 3 = average = high 4 = 5 = low	IS TASK TAUGHT? YES NO	IMPORTANCE OF LISTENING	HOW TAUGHT? LECTURE, SELF-PACED DEMONSTRATION, WRITING	TESTED? NO	HOW TESTED? WRITTEN ORAL PERFORMANCE

Answers to the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

Total number of possible answers according to skill in each task multiplied by the total number of respondents to the task.

divisor

Total tally of responses per task per skill from the Compiled Data Form.

dividend

This indicated the percentage of use of the skill in the task. Percentages of skills in the duty position and in the MOS were found by incrementing task number and number of responses, (See Appendix 3). Percentages found in 36C were:

Listening	50.9%
Speaking	24.4%
Reading	19.8%
Writing	24.6%

As shown by the figures, listening is the most important skill in 36C. However, in a particular duty section, percentages varied. Appendix 3, the Percentage Language Skills Form, shows percentages of skills in each duty position.

Organization of data pertaining to lexical and structural items was done by comparing the in-house structural and lexical list with a list of 60 ECL (English Comprehension Level Examination) requisites. The 60 ECL requisites were determined through research of the American Language Course (ALC) materials. A panel of experts, all of whom have taught ALC materials, listed all lexical and structural items of which mastery is necessary for attainment of a 60 ECL. By comparing the lists, redundancies and unnecessary structures were eliminated from the original list.

We are concerned with those lexical and structural items that are necessary to learn and perform tasks in 36C. The non-native soldier needs these structural and lexical items to successfully complete MOS training. Appendix 5 is the final list of lexical and structural items necessary in 36C. A 60 ECL was used as a base line and does not reflect the specified ECL for entry into MOS training. The 60 ECL was chosen because experience at DLIELC (Defense Language Institute, English Language Center), has shown a 60 ECL to be an excellent indicator of success in training of a non-native speaker.

The lexical and structural items are identified by grammatical title. Appendices 6 and 7 are the actual words, terms and acronyms found in 36C.

The lexical and structural list is not exhaustive, but it would be impossible to list every structural or lexical item the soldier would be exposed to.

Appendix 6 is a machine generated vocabulary list made by the United States Army Training and Doctrine Command at Fort Monroe, Virginia. Through a review of the current POI and the MOS 36C Soldier's Manual, a subjective evaluation was made on each task to determine the five vocabulary reductions. (Appendix 7) The five categories were:

1. most important
2. substantial importance
3. important
4. limited importance
5. least importance

For our uses, a language oriented reduction was also needed; therefore, an in-house vocabulary list was made.

Using the Soldier's Manual and personnel's observations, a vocabulary list for each task was made. The words were categorized in three ways:

1. Basic Vocabulary. Basic vocabulary is defined as those words, terms, and acronyms that could be taught in basic training or a pre-enlistment course.
2. General vocabulary. General vocabulary is defined as those words, terms, and acronyms common to everyday English.
3. Technical vocabulary. Technical vocabulary is defined as those words, terms, and acronyms that are specific to the MOS training field.

In order to explain any redundancies which may be noted with respect to the language structures and vocabulary items cited in the language performance requirements for the Basic Training ESL course, it should be pointed out that at present it is planned that the basic structures and general English vocabulary necessary for attainment of a 60 ECL will be developed in the materials designed for use either in the Basic Training ESL course or the Pre-enlistment course. The basic soldiering vocabulary will also be developed in the BT materials. It is planned that any language structures identified in the analysis of the 36C Soldier's Manual and the Observation Forms not listed for 60 ECL (Appendix 8), will be developed in the MOS course. Also, to be included as part of the language performance requirements is the MOS specific vocabulary. (Appendix 6)

CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory/Compiled Data Form, use of the Percentage Language Skills Forms, and the In-house inventory of lexical and structural items. The actual lexical items in 36C are listed alphabetically in Appendix 6. All of this information was then used to determine the Job Language Performance Requirements for 36C.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

To treat each individual task would be time consuming therefore the tasks were clustered.

The following section contains a discussion of the clustering process.

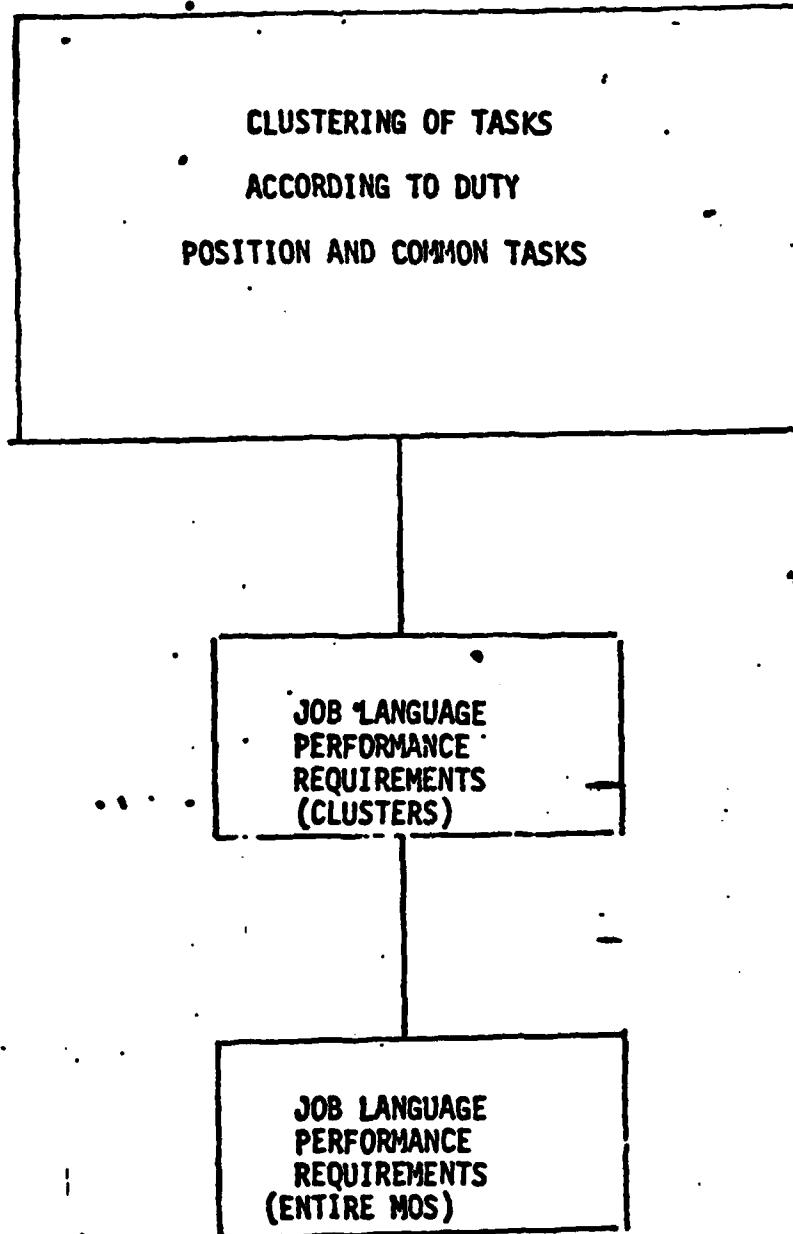


FIGURE 4

3-2-360

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SECTION III: CLUSTERING COMMON AND DUTY POSITION TASKS

The Soldier's Manual for MOS 36C contains 117 tasks. The necessity to keep the flow of teaching and flexibility of teaching one task before or after another warranted clustering of the tasks.

Clustering was done by using the common and duty position tasks in the 36C Soldier's Manual.

The following clusters are in MOS 36C:

1. Camouflage
2. M16A1 Rifle
3. Physical Fitness
4. First Aid
5. Nuclear, Biological and Chemical
6. Security and Intelligence
7. Prepare DA Form 2404
8. Map Reading
9. Telephone Set TA-312/PT and TA-341/TT
10. Generator Set PU-519/M
11. Telephone Switchboard Manual
12. Switchboard Telephone Automatic SB-3614/TT
13. Switchboard Telephone Cordless Manual SB-3082(v)1/GT
14. Central Office Telephone Manual
15. Telephone Signal Converter
16. Automatic Telephone Central Office
17. Console 1A11 AN/TTC-25
18. Mapping
19. Test Set TS-27B/TSM and AN/PTM-7
20. Reel Unit RL-207/G
21. Field Cable
22. Fixed Cable

SECTION IV

THE JOB LANGUAGE PERFORMANCE REQUIREMENTS

INTRODUCTION

The goal of data gathering and organization was the Job Language Performance Requirements. The following section discusses the format for the Job Language Performance Requirements.

4-1-360

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SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:
CONDITION:
STANDARD:

A. TASK

The Job Language Performance Requirements are tasks specifying what the soldier must do in the area of language. A task addressing language would be one of reading, listening, speaking or writing. The soldier needs the language task to learn or perform the MOS task. Tasks for 36C as seen in the Soldier's Manual are those which pertain to installing and operating telephones and switchboards. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write.

SPEAKING

Produces oral utterances to report/inform/explain/interact/elicit response/respond.

Analysis of 36C indicates verbal reports entailing those activities directly related to installing and operating telephones and switchboards.

The speaking act to respond or elicit response is in 36C an oral response to a command or visual signal involving telephone and switchboard operation.

Speaking to elicit response in reference to 36C involves placing telephone calls.

Speaking to explain involves situations of installing equipment and performing preventive maintenance.

Speaking to inform involves reporting discrepancies and task completion.

READING

Read for information/Read to learn.

Printed and written materials are used throughout 36C. The soldier reads technical manuals, field manuals, soldier's manual written communication and audio-visual aids. Content of these materials is presented in simple factual words or sentences to complex passages containing highly technical vocabulary and ellipsis. The purpose is to teach the student, so, the student reads them to learn. From the analysis of 36C the task of reading supplements the lectures and demonstrations or it precedes the tests. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to long or short term memory and for immediate or later recognition.

Basically the soldier will use these reading materials to supplement what is stated in lecture by integrating the information from the different texts or written communiques.

Reading materials such as this requires the ability to acquire meaning from the word (we can assume he can already decode in the MOS). The soldier must develop the ability to understand the words in context. Then the soldier must read in thought units, and finally select and understand the main ideas. The soldier must retain, apply and integrate these ideas with past experience to use in the present.

Reading to learn is the aforementioned synthesis or formulation. Retaining what is read in long term memory for integration in experiences.

Reading for information does not involve such a thought synthesis. The read material is retained in short term memory and processed as necessary clarification of what had been read in the process of learning. The soldier needs the data at present so it is accessed from a storage device for immediate use and then returned. In reading to learn, the accessing of the information is immediate but the returning of the information does not happen. The information is kept for further processing. (It is similar to a real time computer).

LISTENING

Listen to oral information to learn or report.

Analysis of 36C indicated demonstration as a main method of instruction. The demonstration is often supplemented by a lecture. The soldier listens to the demonstration to learn data pertinent to the task. In the presentation of the demonstration, analysis indicated many variables. The soldier hears sub-standard usages, various registers, colloquialisms, or profanity in a situation ranging from a barracks to a field. The soldier must differentiate between the types of language operations. Is it expression, exchange, description, explanation, argumentation, persuasion, designation, statement, request or order? The oral information may be directly from the speaker, over a telephone, radio, TV, or tape. The soldier must formulate all to learn. The soldier must organize and gain meaning from what is heard. The soldier must identify or infer the main ideas or major points.

Spontaneous oral information, that other than controlled speech, involves more inferences, more integration and more reasoning. The soldier must deduce actions, attitudes and opinions and finally the meaning of what is being conveyed.

Because the types of listening are so vast and the presentations of oral language are so varied, exactly how a non-native student has to listen cannot be specified. You can test listening comprehension but not the actual listening required. Usually a bilingual person will think in his or her language. This supposes that some bilingual persons may translate the heard language into their language to understand and learn.

The soldier first needs the ability to comprehend the spoken word. We can assume that the soldier can do this because he is in MOS training.

As in reading, the soldier must understand the words in context. The soldier must understand the thought units and finally select and understand the main idea. The soldier must retain these ideas and integrate them.

Unlike reading, listening to learn is not as structured and the soldier is required to sift through much more irrelevant stimuli to finally extract the pertinent data.

Listening can be broken into two main types in 36C. In listening to learn, information is presented spontaneously/or constrained. In listening to respond, information is usually presented spontaneously.

Analysis of 36C did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

Listening to learn as indicated refers to specific data related to the MOS. Listening in this case is critical listening. The soldier must isolate, conceptualize, and retain that oral communication that is pertinent to successful task completion: oral communication that will teach the soldier to install and operate telephones and switchboards.

B. CONDITIONS

The condition is what the soldier will be given to do the task. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organization of the data from interviews and observations. To say that the soldier will be given these structures and only these structures is impossible. Language use is spontaneous and the MOS environment is not one of constrained language. For the MOS job, the soldier is given paper, pencil, and printed materials, but not for language. Again, for the job the soldier will be given the material under normal working conditions or other conditions may be added such as with or without protective gear or in darkness, but this cannot be specified in the field of language so we must assume all teaching conditions as found in Appendix 4.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands but these cannot be specified exactly in each task. Therefore, these are listed with the Job Language Performance Requirements as possible conditions unless they are specified.

C. STANDARDS

The standard for our purpose is 100%. The 100% standard for understanding or speaking cannot be tested as can one saying the soldier will disassemble a .45 caliber pistol in 8 minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

CONCLUSION:

The Job Language Performance Requirements were first written for each cluster. They are then indicative of defined topic areas within the MOS. They indicate necessary language tasks within the soldier's working area.

The Job Language Performance Requirements for the clusters were then combined into the Job Language Performance Requirements for the entire MOS.

Mastery of the Job Language Performance Requirements will remove language as a deterrent both in the performance of a soldier's duties in 36C and also in the pursuance of a successful career in the United States Army.

4-5-360

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After clustering and tallying the Prioritization Check Lists in 36C it was found that additional data was required in order to compile the Percentage Language Skills in the following clusters:

A call was placed to the SME at Ft. Gordon, Ga. He was asked to rank the four skills, listening, speaking, reading and writing, in order of importance, one being the highest and four being the lowest.

Then the Percentage Language Skills of the previous calculated clusters were totaled and averaged. The following was the percentage of each skill. Each skill was assigned a number, one being the highest and four being the lowest.

AVERAGE	NUMBER
50.9	1
24.6	2
24.4	3
19.8	4

The number from the SME and the previously assigned numbers were then matched and the results percentage was then recorded on the Percentage Language Skill Sheet.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS **(CLUSTERED)**

INTRODUCTION

Specific Job Language Performance Requirements were identified by the process described in Section I, II, III, and IV.

The following section contains the Job Language Performance Requirements for each cluster. To facilitate cross-referencing the task clusters, and percentage of language skills, follow the Job Language Performance Requirements for each cluster.

CAMOUFLAGE

I.

PERCENTAGE LANGUAGE SKILLS

Listening	65%
Speaking	38%
Reading	23%
Writing	27%

II.

JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in the form of a lecture in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures

STANDARDS: 100% understanding of printed content

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understandable oral communication

TASK: Write to record

CONDITIONS: Given a requirement to make a written report

STANDARDS: 100% legible written content

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendix 5 & 6)

STANDARDS: 100% understandable oral responses

III.

TASK NUMBER AND TITLE

051-191-1361 Camouflage/Conceal Self and Individual Equipment

051-191-1362 Camouflage/Conceal Equipment

5-2-36C

75

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	62%
Speaking	31%
Reading	20%
Writing	21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS: 100% understanding of printed content
- TASK:** Write to record
CONDITIONS: Given a requirement to make a written report
STANDARDS: 100% legible written content
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4) using standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

- 071-311-2002 Load and Unload an M16A1 Rifle Magazine
071-311-2003 Load, Reduce a Stoppage, Unload and Clear an M16A1 Rifle
071-311-2004 Zero an M16A1 Rifle
071-311-2005 Engage Targets with an M16A1 Rifle

PHYSICAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening	58%
Speaking	25%
Reading	25%
Writing	25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information

CONDITIONS: Given printed MOS training material in the form of procedures, manuals, charts, pictures with captions and explanations

STANDARDS: 100% understanding of printed content

TASK: Listen to perform

CONDITIONS: Given a verbal command in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understandable oral communication

TASK: Write to record

CONDITIONS: Given a requirement to make a written report

STANDARDS: 100% legible written content

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

071-327-0201 Maintain Individual Physical Fitness Appropriate to unit mission

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening	51%
Speaking	21%
Reading	21%
Writing	26%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information

CONDITIONS: Given printed MOS materials in the form of pictures with captions, procedures, table and explanations

STANDARDS: 100% understanding of printed content

TASK: Listen to respond

CONDITIONS: Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4) using standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral utterances

TASK: Produce oral utterances to explain

CONDITIONS: Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4) using standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral communication

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

081-831-1004 Perform Mouth-to-Mouth Resuscitation and External Cardiac Massage

081-831-1005 Stop Bleeding

081-831-1006 Identify Signs and Treat for Shock

081-831-1008 Administer Emergency Medical Care for Burns

NUCLEAR, BIOLOGICAL AND CHEMICAL

I. PERCENTAGE LANGUAGE SKILLS

Listening	71%
Speaking	33%
Reading	21%
Writing	27%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information

CONDITIONS: Given printed MOS materials in the form of procedures captioned pictures and notations defined as explanations

STANDARDS: 100% understanding of printed material

TASK: Listen to perform

CONDITIONS: Given oral warnings regarding simulated NBC situation (scenario) in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral utterances

TASK: Write to record

CONDITIONS: Given a requirement to make a written report

STANDARDS: 100% legible written content

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given NBC Situations requiring oral alarms

STANDARDS: 100% understandable oral utterances

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

III. TASK NUMBER AND TITLE

081-831-1012 Administer Antidote to a Nerve-Agent Casualty

091-503-1001 Maintain Protective Mask and Accessories

091-503-1002 Put on a Protective Mask

091-503-1003 Take Cover as Protection Against NBC Hazards

SECURITY AND INTELLIGENCE

I. PERCENTAGE LANGUAGE SKILLS

Listening	38%
Speaking	34%
Reading	19%
Writing	20%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read to learn
CONDITIONS: Given printed MOS training material in the form of procedures, tables and warnings
STANDARDS: 100% understanding of printed content

TASK: Produce spontaneous oral utterances to interact
CONDITIONS: Given the requirement to orally respond to challenges, passwords, and security situations
STANDARDS: 100% understandable oral communication

TASK: Listen to learn
CONDITIONS: Given oral instructions in training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical terms (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Write to record and report
CONDITIONS: Given the requirement to complete forms and make written reports
STANDARDS: 100% understandable oral responses

TASK: Listen to orally interact
CONDITIONS: Given oral challenges, passwords, and scenarios in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

III. TASK NUMBER AND TITLE

071-331-0801 Use Challenge and Password
121-030-1503 Safeguard Classified Information

5-7-36C

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PREPARE DA FORM 2404

I. PERCENTAGE LANGUAGE SKILLS

Listening	53%
Speaking	28%
Reading	33%
Writing	42%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content
- TASK:** Write to record information
CONDITION: Given printed MOS training material and a blank Form 2404 with instructions
STANDARDS: 100% legible written communication

III.

TASK NUMBER AND TITLE

- 113-623-3001 Prepare DA Form 2404 (Equipment Inspection and Maintenance Worksheet) as Daily and Weekly Maintenance Report
- 113-623-3002 Prepare DA Form 2404 (Equipment Inspection and Maintenance Worksheet) as an Equipment Serviceability Criteria (ESC) Report.

MAP READING

I. PERCENTAGE LANGUAGE SKILLS

Listening	77%
Speaking	38%
Reading	33%
Writing	61%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information

CONDITIONS: Given printed MOS training material in the form of marked maps, definitions, pictures with explanations, instructions and procedures

STANDARDS: 100% understanding of printed content

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Write to record

CONDITIONS: Given a requirement to record the grid reference

STANDARDS: 100% legible written content

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understandable oral communication

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

III. TASK NUMBER AND TITLE

071-329-1096 Navigate Using a Map

**TELEPHONE SET
TA-312/PT AND TA-341/TT**

I. PERCENTAGE LANGUAGE SKILLS

Listening	56%
Speaking	34%
Reading	18%
Writing	22%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete communication forms and logs

STANDARDS: 100% legibility of written communication

III. TASK NUMBER AND TITLE

113-600-1001 Install Telephone Set TA-312/PT

113-600-3001 Perform Operator's Preventive Maintenance on Telephone Set TA-312/PT

113-600-1002 Recover Telephone Set TA-312/PT

113-600-1003 Install Telephone Set TA-341/TT

5-10-360

33

GENERATOR SET PU-619/M

I. PERCENTAGE LANGUAGE SKILLS

Listening	25%
Speaking	7%
Reading	8%
Writing	9%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication

TASK: Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references.
STANDARDS: 100% understanding of printed content

TASK: Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses

TASK: Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

TASK: Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

TASK: Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content

III. TASK NUMBER AND TITLE

- 113-601-1003 Install Generator Set PU-619/M
- 113-601-2003 Operate Generator Set PU-619/M
- 113-601-3003 Perform Operator's Preventive Maintenance on Generator Set PU-619/M
- 113-601-6003 Perform Equipment Serviceability Criteria (ESC) on Generator Set PU-619/M
- 113-601-7005 Inspect Installation of Generator Set PU-619/M
- 113-601-7002 Check Operation of Generator Set PU-619/M

III. TASK NUMBER AND TITLE (cont'd)

- 113-601-7003 Inspect Operator's Preventive Maintenance on Generator Set PU-619/M
113-601-7004 Check Equipment Serviceability Criteria (ESC) on Generator Set PU-619/M

5-12-360

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TELEPHONE SWITCHBOARD MANUAL

I. PERCENTAGE LANGUAGE SKILLS

Listening	17%
Speaking	3%
Reading	3%
Writing	6%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Produce oral utterances to inform and respond
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication
- TASK:** Listen to perform
CONDITIONS: Given a verbal command in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS: 100% understanding of printed content
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

5-13-36C

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II.

TASK NUMBER AND TITLE

- 113-594-1001 Install Manual Telephone Switchboard SB-86/P
- 113-594-2001 Operate Manual Telephone Switchboard SB-86/P
- 113-594-3001 Perform Operator's Preventive Maintenance on
Manual Telephone Switchboard SB-86/P
- 113-594-2003 Operate Telephone Manual Switchboard SB-249/TTC,
SB-249A/TTC or SB-1398/GTA 14(v) (in two panel
multiple arrangement)
- 113-594-7001 Inspect Installation of Manual Telephone Switch-
board SB-86/P
- 113-594-7003 Inspect Operator's Maintenance of Manual Tele-
phone Switchboard SB-86/P

SWITCHBOARD TELEPHONE AUTOMATIC
SB-3614/TT

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.6%
Speaking	19.8%
Reading	50.9%
Writing	24.4%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterances to inform and respond
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication
- TASK:** Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS: 100% understanding of printed content
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

III. TASK NUMBER AND TITLE

- 113-595-1001 Install Switchboard Telephone Automatic SB-3614/TT
113-595-2001 Operate Switchboard Telephone Automatic SB-3614/TT
113-595-3001 Perform Operator's Preventive Maintenance on Switchboard Telephone Automatic SB-3614/TT
113-595-7003 Inspect Installation of Switchboard Telephone Automatic SB-3614/TT, SB-3082(v)1/GT
113-595-7001 Check Operation of Switchboard Telephone Automatic SB-3614/TT
113-595-7002 Inspect Operator's Preventive Maintenance on Switchboard Telephone Automatic SB-3614/TT

SWITCHBOARD TELEPHONE CORDLESS
MANUAL SB-3082(v) 1/GT

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.6%
Speaking	19.8%
Reading	50.9%
Writing	24.4%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterance to inform
CONDITIONS: Given a requirement to give a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable communication
- TASK:** Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS: 100% understanding of printed content
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

II. TASK NUMBER AND TITLE

- 113-594-1002 Install Switchboard Telephone Cordless Manual SB-3082(v)1/GT
113-594-2002 Operate Switchboard Telephone Cordless Manual SB-3082(v)1/GT
113-594-3002 Perform Operator's Preventive Maintenance on Switchboard Telephone Cordless Manual SB-3082(v)1/GT
113-594-7004 Inspect Installation of Switchboard Telephone Cordless Manual SB-3082(v)1/GT

III. TASK NUMBER AND TITLE

- 113-594-7005 Check Operation of Switchboard Telephone Cordless Manual SB-3082(v)1/GT
113-594-7006 Inspect Operator's Maintenance on Switchboard Telephone Cordless Manual

5-17-36C

C/D

CENTRAL OFFICE TELEPHONE MANUAL

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.4%
Speaking	24.6%
Reading	50.9%
Writing	19.8%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances over telephone

CONDITIONS: Given the requirement to orally communicate in any training situation (Appendix 4), using standard and nonstandard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of marked maps, definitions, pictures with explanations, instructions and procedures

STANDARDS: 100% understanding of printed content

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

STANDARDS: 100% understandable oral communication

TASK: Write to record

CONDITIONS: Given a requirement to complete communication forms and logs

STANDARDS: 100% legibility of written communication

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

III.

TASK NUMBER AND TITLE

- 604-1001 Install Central Office Telephone Manual AN/MTC-1A
604-3001 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-1A
604-1002 Install Central Office Telephone Manual AN/MTC-7
604-3002 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-7
604-1003 Install Central Office Telephone Manual AN/MTC-9
604-3003 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-9
604-1004 Install Central Office Group Telephone AN/MTC-10
604-3004 Perform Operator's Preventive Maintenance on Central Office Group Telephone AN/MTC-10
604-3005 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-7, AN/TTC-7A or AN/GTA-14(v)
604-1005 Install Central Office Telephone Manual AN/TTC-23
604-3006 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-23
604-1006 Install Central Office Telephone Manual AN/TTC-29
604-3007 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-29
604-1007 Install Central Office Telephone Manual AN/TTC-35(v)2
604-3003 Perform Operator's Preventive Maintenance on Central Office Telephone Manual AN/TTC-35(v)2
604-7001 Inspect Installation of Central Office Telephone Manual AN/MTC-1A
604-7002 Check Operation of Central Office Telephone Manual AN/MTC-1A
604-7003 Inspect Operator's Preventive Maintenance on Central Office Telephone Manual AN/MTC-1A
604-7004 Check Operation of Telephone Manual Central Office AN/TCC-7, AN/TTC-7A or AN/GTA-14(v)
604-7005 Inspect Operator's Preventive Maintenance on Telephone Central Office Telephone Manual AN/TTC-7
AN/TTC-7A or AN/GTA-14(v)
604-7006 Inspect Installation of Central Office Telephone Manual AN/TTC-23
604-7007 Check Operation of Central Office Telephone Manual AN/TTC-23
604-7008 Inspect Operator's Preventive Maintenance of Central Office Telephone Manual AN/TTC-23

TELEPHONE SIGNAL CONVERTER

I.

PERCENTAGE LANGUAGE SKILLS

Listening	50.9%
Speaking	24.4%
Reading	24.6%
Writing	19.8%

II.

JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to give a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable communication
- TASK:** Produce oral utterances over radiotelephone
CONDITIONS: Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content

III.

TASK NUMBER AND TITLE

- 113-505-1001 Install Telephone Signal-Converter CV-1919A/G with SB-86/P
113-605-2001 Operate Telephone Signal Converter CV-1919A/G with SB-86/P
113-605-3002 Perform Operator's Preventive Maintenance on Telephone Signal Converter CV-1919A/G
113-605-2002 Operate Telephone Signal Converter CV-1918A/G
113-605-3001 Perform Operator's Preventive Maintenance on Telephone Signal Converter CV-1918A/G
113-605-7001 Check Operation of Telephone Signal Converter CV-1918A/G
113-605-7002 Inspect Operator's Maintenance on Telephone Signal Converter CV-1918A/G
113-605-7003 Check Installation of Telephone Signal Converter CV-1918A/G
113-605-7004 Check Operation of Telephone Signal Converter CV-1918A/G
113-605-7005 Inspect Operator's Preventive Maintenance on Telephone Signal Converter CV-1919A/G

5-21-36C

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AUTOMATIC TELEPHONE CENTRAL OFFICE

I. PERCENTAGE LANGUAGE SKILLS

Listening	24.6%
Speaking	24.4%
Reading	50.9%
Writing	19.8%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to perform
CONDITIONS: Given a verbal command in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of printed content
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

III. TASK NUMBER AND TITLE

113-603-2001 Attend Operator's Position Automatic Telephone Central Office AN/TTC-38

113-603-7002 Check Operator Position Automatic Telephone Central Office AN/TTC-38 Procedures

CONSOLE 1A11
AN/TTC-25

I.

PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	10%
Reading	13%
Writing	25%

II.

JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to perform
CONDITIONS: Given a verbal command in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions explanations and procedures
STANDARDS: 100% understanding of printed content
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication

III.

TASK NUMBER AND TITLE

595-2005	Operate Console 1A11, AN/TTC-25(v)
603-7001	Check Operation of Operator's Console (1A11) AN/TTC-25(v)

MAPPING

I. PERCENTAGE LANGUAGE SKILLS

Listening	40%
Speaking	10%
Reading	13%
Writing	25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures
STANDARDS: 100% understanding of printed content
- TASK:** Read to learn
CONDITIONS: Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS: 100% understanding of printed content
- TASK:** Write to record
CONDITIONS: Given printed MOS training material, topographical maps, local training area maps and necessary drawing material
STANDARDS: 100% legible graphic illustrations

III. TASK NUMBER AND TITLE

113-611-4001 Develop line route map

5-24-36C

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TEST SET TS-27B/TSM
AN/PTM-7

I. PERCENTAGE LANGUAGE SKILLS

Listening	32%
Speaking	19%
Reading	15%
Writing	13%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen for information
CONDITIONS: Given oral instructions to perform task specific assignments in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral information
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterances to inform and respond
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials, pictures with captions, procedures and references
STANDARDS: 100% legibility of written communication
- TASK:** Write to record
CONDITIONS: Given a requirement to complete communication forms and logs
STANDARDS: 100% legibility of written communication
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III.

TASK NUMBER AND TITLE

- 113-574-3001 Perform Operator's Preventive Maintenance on Test Set TS-27B/TSM
- 113-574-3002 Perform Operator's Preventive Maintenance on Test Set Telephone AN/PTM-7
- 113-574-7001 Inspect Operator's Preventive Maintenance on Test Set AN/PTM-7
- 113-574-7002 Inspect Operator's Preventive Maintenance on Test Set TS-27() /TSM

5-26-36C

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REEL UNIT RL-207/G

I. PERCENTAGE LANGUAGE SKILLS

Listening	71%
Speaking	43%
Reading	32%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterances to inform and respond
CONDITIONS: Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable oral communication
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials, pictures with captions, procedures and references
STANDARDS: 100% understanding of printed content
- TASK:** Write to record
CONDITIONS: Given a requirement to make a written report
STANDARDS: 100% legible written content
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

- 113-588-2001 Operate Reel Unit RL-207/G
113-588-3002 Perform Operator's Preventive Maintenance on Reel Unit RL-207/G
113-588-6006 Inspect Operator's Preventive Maintenance on Reel Unit RL-207/G

FIELD CABLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	55%
Speaking	14%
Reading	20%
Writing	19%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

- TASK:** Listen to learn
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understanding of oral communication
- TASK:** Read for information
CONDITIONS: Given printed MOS training materials, pictures with captions, procedures and references
STANDARDS: 100% understanding of printed content.
- TASK:** Produce appropriate oral responses spontaneously or upon request
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral responses
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to give a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS: 100% understandable communication
- TASK:** Produce oral utterances to inform
CONDITIONS: Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS: 100% understandable oral utterances

III. TASK NUMBER AND TITLE

- | | |
|--------------|---|
| 113-588-1005 | Construct Surface Field Cable Line |
| 113-588-1026 | Construct a Buried Road Crossing using Field Cable Line |
| 113-588-1009 | Install Field Cable Line CX-11230/G |
| 113-588-3003 | Troubleshoot Field Cable Line CX-11230/G |
| 113-588-3004 | Repair Field Cable Line CX-11230/G |
| 113-588-1008 | Recover Field Cable Line CX-11230/G |
| 113-588-1006 | Install Aerial Field Cable on A-Frames |
| 113-588-1007 | Install Aerial Field Cable on Poles |

III.

TASK NUMBER AND TITLE

- 113-588-1014 Install Twenty-six Pair Cable CX-4566/G
113-588-6004 Direct Installation of Field Cable CX-11230/G
113-588-6005 Inspect Maintenance of Field Cable CX-11230/G

5-29-360

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FIXED CABLE

I. PERCENTAGE LANGUAGE SKILLS

Listening	38%
Speaking	13%
Reading	10%
Writing	17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to perform
CONDITIONS:	Given a verbal command in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
STANDARDS:	100% understanding of oral communication
TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendix 5 & 6)
STANDARDS:	100% understanding of oral information
TASK:	Produce appropriate oral responses spontaneously or upon request instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS:	100% understanding of printed content

III. TASK NUMBER AND TITLE

113-588-1002	Set Poles
113-588-1003	Install Anchors
113-588-1004	Install Guys
113-588-1011	Dig Pole Hole Using Truck V-18/MTQ
113-588-1012	Erect Pole Using Truck V-17/MTQ
113-588-8001	Perform Pole Rescue Operation
113-588-8002	Perform Manhole Rescue Operation
113-588-1001	Install Telephone Substation
113-588-3001	Perform Preventive Maintenance on Telephone Substation
113-588-1010	Transport Cable on Cable Reel Trailer V-120/GT
113-588-1013	Transport Poles Using Cable Reel Trailer V-120/GT

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (JLPR's) (Entire MOS)

INTRODUCTION

The product of the entire data gathering and organization is the JLPR's. These are relevant to all common and duty tasks in 36C.

There are two tasks per generic skill and listed below each task are the types of receptive or productive behavior involved.

TASK: Read MOS training in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features, (Appendix 4) in simple to complex printed form in any training situation. (Appendix 5 & 6)

STANDARDS: 100% understanding of printed content.

- * The following are specific conditions found in this language task:
- * Captions with illustrations.

Lists	Extracts
Procedures	Columns
Information	Indices
Definitions	Charts
Outlines	Methods
Signs	Technical vocabulary
Markers	Standard Operating Procedures
References	
Rules	Problems
Maps	Manuals
	<u>Graphic Training Aids</u>

Military documents

I.D. papers

Regulations

TASK: Identify, understand, interpret written utterances pertinent to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features (Appendices 5 & 6) in simple to complex written form in any training situation. (Appendix 4)

STANDARDS: 100% understanding of written content.

- * The following are specific conditions found in this language task:

* Lists
Information
Descriptions

Coordinate scales
Callsigns-suffixes
Three-letter codes
Examples
Calculations
Markings
Radio communications
Range cards
Notes
Messages
Data Cards
Punched Tape

WRITING

TASK: Upon instruction, write in conventional orthography letters, numbers, words or sentences appropriate to the training situation

CONDITIONS: Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of writing which is also appropriate in style and usage to training situation.
(Appendix 4)

- * The following are specific conditions found in this language task:
 - * Ratings
 - Signatures
 - Range cards
 - Data symbols
 - Answers
 - Descriptions
 - Notes
 - Reports

TASK: Write in conventional orthography letters, or specialized code, numbers, words or sentences in order to transmit or record information.

CONDITIONS: Given standardized forms or paper and oral communication

STANDARDS: 100% syntactical and lexical correctness of writing which can be read by another speaker of English

- * The following are specific conditions found in this language task:
 - * Technical forms
 - Codes
 - Grid coordinates
 - Decoded messages
 - Encoded messages
 - Logbooks
 - Plottings
 - Figures
 - Reports
 - Tags
 - Range Cards

LISTENING

TASK: Understand oral language intended to inform or instruct
CONDITIONS: Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, (Appendix 4), formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 5 & 6)

*The following are specific conditions found in this language task:

- *Warnings
- Described
- Directions
- Lectures
- Scenarios
- Commands, Orders
- Sound tracks (Films, tapes)
- Standard/Non-standard English
- Instructions
- SQT questions

TASK: Understand spontaneous oral language or language via a technical medium-such as a radio telephone-intended to inform and elicit response.

CONDITIONS: Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation (Appendices 5 & 6).

STANDARDS: 100% understanding and assimilation of oral language in order to apply and respond.

* The following are specific conditions found in this language task.

- * Shouting
- Radio communications
- Messages
- Coded messages
- Clear text
- Spellings
- Conversation
- Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously or upon request

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios, instructions, or cues in any training situation. (Appendix 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon, syntax, registers and styles for the training situation.

* The following are specific conditions found in the language task:

- * Explanations
- Statements
- Repetitions
- Counting
- Corrections
- Assignments
- Notifications
- Oral reports
- Answers
- Clarifications
- Information

TASK: Produce oral utterances to interact and communicate spontaneously or via a technical medium such as—
radio telephone

CONDITIONS: Given a communicative situation (Appendix 4, 5, and 6, 36C (Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication, using correct lexicon, syntax, registers, and styles for the communication act.

* The following are specific conditions found in this language task:

- * Requesting information
- Requesting permission
- Transmitting messages
- Callsigns
- Vocal signals
- Shout warnings
- Radio communications
- Messages
- Phonetic messages
- Target locations

- Directions, general
- Requests for fire
- Report on the results of fire
- Challenges/Passwords
- Training sessions
- Interactions

APPENDICES

1. Task Prioritization Checklist
 2. Task Inventory Compiled Data Forms
 3. Percentages Language Skills
 4. Observation Form
 5. Structural/Lexical list
 6. Vocabulary (In-house)
 7. Vocabulary (Machine-generated)
 8. 60 ECL Structures
- 51

APPENDIX I

TASK PRIORITIZATION CHECKLIST

This Checklist was approved for use by TRADOC in 1980. Through the course of analysis, it was found that not all variables were immediately useful. Those variables not used in this document may be used later in the course design. Variables not used were:

Danger to person/equipment
Is it taught?
Is it tested?
Is it difficult?
Is it important?

They were not useful because they did not address difficulties as involved with a native v/s a non-native - the responses to these variables address the entire population, native speakers and non-natives.

2=med
3=high

WHICH TRAINED:

TEACH

IS TASK TAUGHT?

Importance Of

How Taught

YES

NO

LISTENING*

SPEAKING*

READING*

WRITING*

LECTURE

SELF-PACED

Demonstrate

HANDS-ON

YES

NO

IS TASK TESTED?

How Tested

POO:

RESU

DANGI

WRITTEN

ORAL

PERFORMED

PERSON EL

A 1-2-360

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APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from
the Task Prioritization Checklist.

A 2-1-360

b 2

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TEACHING PRACTICE — — — — — WAIT

COMPUTER TRAINING											
written reading speaking listening	3 3 3 -			3 3 3 -				3 - 3 -		3 - 3 -	
written oral performance	/	-		-	-	-	-	-	-	-	
self-paced hands-on demonstration lecture	/	-		-	-	-	-	/ / / /	/ / / /	/ / / /	
danger to person or equipment importance	5 -	-	.5 -	-	-	-	-	5 -	-	5 -	
difficult? tested?	1 -	0	0 -	1 -	0 -	-	0 -	0 0 -	2 -	0 -	0 -
UNIT		MOS:	NUMBER OF RESPONSES:								
			DATA OBTAINED FROM:		TRAINING SPECIALIST:						
TEACHING METHOD	soldiers 201. MILPERSON Regns:	Not used									
written reading speaking listening	-	-	3 3 3 -	3 3 3 -	3 3 3 -	3 3 3 -	3 3 3 -	3 3 3 -	3 3 3 -	3 3 3 -	3 3 3 -
written oral performance	-	-	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -
self-paced hands-on demonstration lecture	-	-	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -	/ / / -
danger to person importance	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -	1 1 5 -
difficult? tested? taught?	1 -	0	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
ALT		113-601-7009-1008	081-831-1012		091-503-4001		-1001-		-1003-001		

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Writing	-	3 - 33	-	3 - 33	-	3 - 33	-	3 - 33	-	3 - 33
Reading	-	-	-	-	-	-	-	-	-	-
Speaking	-	-	-	-	-	-	-	-	-	-
Listening	-	-	-	-	-	-	-	-	-	-
 Written oral Performance	-	-	-	V V	-	V V	-	V V	-	V V
 - Paced	-	-	-	V V V	-	V V V	-	V V V	-	V V V
 - Is-on - Demonstration - Picture	-	-	-	V V V	-	V V V	-	V V V	-	V V V
 - Up to - Person or - Equipment - Importance	-	-	-	.5	-	.5	-	.5	-	.5
 Difficult? - Tested?	0	-	-	0	-	0	-	0	-	0

MC3: _____ NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

80

CONTINUING DATA:							
writing	12	1A					
reading	13	1X					
speaking	12	12					
listening	13	13					
written oral performance	1V						
self-paced	V	V	V	V	V	V	V
hands-on demonstration	V	V	V	V	V	V	V
lecture	V	V	V	V	V	V	V
importance of self or person or equipment	1.5	1.5	1.5	1.5	1.5	1.5	1.5
importance of importance	1.1	1.1	1.1	1.1	1.1	1.1	1.1
difficult? tested?	10	10	6	0	0	0	0

	MOS: _____	NUMBER OF RESPONSES: _____
	DATA OBTAINED FROM: _____	TRAINING SPECIALIST: _____

SOLDIERS P.O.I. MILITARY Regt:	V	V	V	V	V	V	V
writing	12	12	12	12	12	12	12
reading	13	13	13	13	13	13	13
speaking	11	11	11	11	11	11	11
listening	13	13	13	13	13	13	13
written oral performance	V	V	V	V	V	V	V
self-paced	V	V	V	V	V	V	V
hands-on demonstration	V	V	V	V	V	V	V
lecture	V	V	V	V	V	V	V
importance of self or person or equipment	V	V	V	V	V	V	V
importance of importance	V	V	V	V	V	V	V
difficult? tested?	V	V	V	V	V	V	V

b3

GENERAL QUESTIONS

COMPTC DATA								
writing	32	31						
reading			32	31				
speaking				2				
listening								
written oral performance	v	v	v	v	v	v	v	v
self-paced hands-on demonstration	v	v	v	v	v	v	v	v
lecture	v	v	v	v	v	v	v	v
Junior to person or equipment importance	5	5	5	5	5	5	5	5
difficult?	0	1	0	1	1	1	1	1
tested?	1	1	1	1	1	1	1	1

MOS: _____ NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

TEACHING METHOD Regt								
soldiers' P.O.I. MILPERCENT	>	>	>	>	>	>	>	>
writing	/	/	/	/	/	/	/	/
reading	/	/	/	/	/	/	/	/
speaking	/	/	/	/	/	/	/	/
listening	/	/	/	/	/	/	/	/
written oral performance	/	/	/	/	/	/	/	/
self-paced hands-on demonstration	/	/	/	/	/	/	/	/
lecture	/	/	/	/	/	/	/	/
Junior to person or equipment importance	165	165	165	165	165	165	165	165
difficult?	1	1	1	1	1	1	1	1
tested?	1	0	1	0	1	0	0	0

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CO-P112 DATE							
writing	/						
reading		/					
speaking			/				
listening				/			
written	/						
oral		/					
performance			/				
self-paced	/						
hands-on		/					
demonstration			/				
lecture				/			
target to							
person or							
equipment							
importance							
difficult?	/						
tested?		/					

MOS: _____ NUMBER OF RESPONSES: _____

NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

TRAINING SPECIALIST: _____

11

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100-18

THE NEW SPECIALIST

LEVEL/UNIT	COGNITIVE DOMAIN							
EL.3	writing reading speaking listening	/	/	/	/	/	/	/
4 th	WRITING TESTIMONY	/	/	/	/	/	/	/
5 th	TEACHING TESTIMONY	/	/	/	/	/	/	/
6 th	CRITICAL TESTIMONY	/	/	/	/	/	/	/
UNDEF.	difficult? tested?	/	/	/	/	/	/	/

nos: _____

NUMBER OF RESPONSES:

DATA OBTAINED FROM:

TRAINING SPECIALIST:

DATA	soldiers P.O.I. MILPERCEN Regis:							
F13	writing reading speaking listening	/	/	/	/	/	/	/
F14	written oral performance	/	/	/	/	/	/	/
TEACHING	self-paced hands-on demonstration lecture	/	/	/	/	/	/	/
TESTING	multiple choice/ short answer/ ortance	6	6	6	6	6	6	6

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		DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
UNIT/STATUS	COMPILED DATA						
MOS	writing reading speaking listening	/ /	/ /	/ /	/ /	/ /	/ /
MOS TESTER	written oral performance	/ /	/ /	/ /	/ /	/ /	/ /
TRAINING	self-paced hands-on demonstration lecture	/ /	/ /	/ /	/ /	/ /	/ /
CERTIFICATION	danger to person or equipment importance	/ /	/ /	/ /	/ /	/ /	/ /
UNIT	difficult? tested?	/ /	/ /	/ /	/ /	/ /	/ /
	MOS:	NUMBER OF RESPONSES:					
		DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
UNIT	soldiers P.O.I. MILPERCEN Regis:	/	/	/	/	/	/
MOS	writing reading speaking listening	/ /	/ /	/ /	/ /	/ /	/ /
MOS TESTER	written oral performance	/ /	/ /	/ /	/ /	/ /	/ /
TRAINING	self-paced hands-on demonstration lecture	/ /	/ /	/ /	/ /	/ /	/ /
CERTIFICATION	danger to person importance	/ /	/ /	/ /	/ /	/ /	/ /
UNIT	difficult? tested? certified?	/ /	/ /	/ /	/ /	/ /	/ /

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PATA CERTIFIED TRAINERS

TRANSITION LITERATUR

nos:

NUMBER OF RESPONSES:

DATA OBTAINED FROM:

TRAINING SPECIALIST

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COMPILED DATA								
H.C.	writing reading speaking listening	3237	3227	3237				
U.S. TEACHING INSTITUTE	written oral performance	15	15	15				
OR. TEACHING	self-paced hands-on demonstration lecture	15	15	15				
TEACHING	danger to person or equipment importance	15	15	15				
JR. JR.	difficult? tested?	10	10	10				
	MOS:	NUMBER OF RESPONSES:						
		DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____						
H.C.	Soldiers P.O.I. MILPERCENT REGS:	1	2	3	4	5	6	7
H.C.	writing reading speaking listening	3237	3227	3237	3237	3237	3237	3237
TEACHING	written oral performance	15	15	15	15	15	15	15
TEACHING	self-paced hands-on demonstration lecture	15	15	15	15	15	15	15
TEACHING	danger to person or equipment importance	15	15	15	15	15	15	15
2	difficult? tested? etc. etc.	10	10	10	10	10	10	10
	Total	3237	3227	3237	3237	3237	3237	3237

DATA OBTAINED FROM:

TRAINING SPECIALIST

DATA	COMPILED DATA	TRAINING SPECIALIST					
		1	2	3	4	5	6
EDS	writing reading speaking listening						
TEACHING TESTIM	written oral performance						
TEACHING	self-paced hands-on demonstration lecture						
CRITERIA	danger to person or equipment importance						
UNIT	difficult? tested?						

MOS: _____ NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____

DATA	COMPILED DATA	TRAINING SPECIALIST					
		1	2	3	4	5	6
VALS	soldiers P.O.I. MILPERCENT Regis:	2	2	2	2	2	2
EDS	writing reading speaking listening						
TEACHING TESTIM	written oral performance						
TEACHING	self-paced hands-on demonstration lecture						
CRITERIA	danger to person/ equipment importance						
UNIT	difficult? tested?						

200000 100000 100000 100000 100000 100000 100000

200000 100000 100000 100000 100000 100000 100000

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DATA CLASS		SCHOOL DAY	
ITEM	ANALYSIS	COMPILED DATA	
HS	writing reading speaking listening	32-31	32-31
UN TEACHING TESTIM	written oral performance	UVUV	UVUV
ON TEACHING	self-paced hands-on demonstration lecture	VUVUV	VUVUV
CRTICAL	danger to person or equipment importance	- - .5	- - .5
UNM	difficult? tested?	0 -	0 -

MOS: _____ NUMBER OF RESPONSES: _____

DATA OBTAINED FROM: TRAINING SPECIALIST:

66

		NUMBER OF THE					
		DATA OBTAINED FROM:			TRAINING SPECIALIST		
ALG/UNIT	COMPILED DATA						
MIS	writing reading speaking listening	/	/	/	/	/	/
TEACHING TESTIM	written oral performance	/	/	/	/	/	/
TEACHING	self-paced hands-on demonstration lecture	/	/	/	/	/	/
CURRIC	danger to person or equipment importance	/	/	/	/	/	/
UNIT	difficult? tested?	/	/	/	/	/	/
	MOS:	NUMBER OF RESPONSES:					
		DATA OBTAINED FROM: TRAINING SPECIALIST:					
DATA	soldiers P.O.I. MILPERCEN Regis:	>	>	>	>	>	>
MIS	writing reading speaking listening	/	/	/	/	/	/
TESTIM	written oral performance	/	/	/	/	/	/
TEACHING	self-paced hands-on demonstration lecture	/	/	/	/	/	/
CURRIC	difficult? tested? importance	/	/	/	/	/	/
UNIT	difficult? tested? importance	1000-	100000	10000	100-	100000	100000
		1000- 2000- 3000- 4000-	100000- 200000- 300000- 400000-	10000- 20000- 30000- 40000-	100- 200- 300- 400-	100000- 200000- 300000- 400000-	100000- 200000- 300000- 400000-

28

		DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
AL./UNIT	COMPILED DATA						
115	writing reading speaking listening	/	/	/	/	/	/
TEACHING TESTIN	written oral performance	/	/	/	/	/	/
TEACHING	self-paced hands-on demonstration lecture	/	/	/	/	/	/
UNIFORM	danger to person or equipment importance	/	/	/	/	/	/
UNIF	difficult? tested?	/	/	/	/	/	/
	HCS:	NUMBER OF RESPONSES:					
		DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
116	soldiers P.O.I. HILPERCEN Reg:	>	>	>	>	>	>
117	writing reading speaking listening	/	/	/	/	/	/
118	written oral performance	/	/	/	/	/	/
119	self-paced hands-on demonstration lecture	/	/	/	/	/	/
120	danger to/ importance	/	/	/	/	/	/
121	difficult? tested? right?	00000	00000	100000	000	000000	1000000
		2000000	1000000	1000000	1000000	1000000	1000000

18

19

THE BOSTONIAN

CHARTER OF THE UNIVERSITY

MOS: _____

NUMBER OF RESPONSES:

DATA OBTAINED FROM

TRAINING SPECIALIST

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains computations made to arrive at the Percentages of listening, speaking, reading and writing involved in each cluster.

*some clusters have two sets of computations

This is because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS
MOS 36C

of tasks in cluster x's
variables x's # of total
respondents per cluster
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (te -rating (sc
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CANDUFLAGE	$2 \times 5 \times 8 = 80$ 13 11 7 10 $\frac{11}{52} 80\sqrt{52}$	$2 \times 2 \times 8 = 32$.. 4 $\frac{8}{12}$ $32\sqrt{12}$	$2 \times 3 \times 8 = 48$ 30 $\frac{8}{11}$ $48\sqrt{11}$	$2 \times 4 \times 8 = 64$ 11 3 0 $\frac{3}{17} 64\sqrt{17}$
TOTAL	65%	38%	23%	27%
MILITARY RIFLE	$4 \times 5 \times 8 = 160$ 23 19 19 19 $\frac{19}{99} 160\sqrt{99}$	$4 \times 2 \times 8 = 64$.. 7 $\frac{13}{30}$ $64\sqrt{30}$	$4 \times 3 \times 8 = 96$ 7 0 $\frac{12}{19}$ $96\sqrt{19}$	$4 \times 4 \times 8 =$ 19 7 0 $\frac{5}{31}$ $128\sqrt{31}$
TOTAL	62%	31%	20%	24%
Physical Fitness	$1 \times 5 \times 8 = 40$ 4 3 5 6 $\frac{5}{23} 40\sqrt{23}$	$1 \times 2 \times 8 = 16$ 2 $\frac{2}{4}$ $16\sqrt{4}$	$1 \times 3 \times 8 = 24$ 4 0 $\frac{2}{6}$ $24\sqrt{6}$	$1 \times 4 \times 8 = 32$ 3 4 0 $\frac{1}{8}$ $32\sqrt{8}$
TOTAL	58%	25%	25%	25%

36C

PERCENTAGE LANGUAGE SKILLS
MOS 36C

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total 2

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
First A-D	$4 \times 5 \times 7 = 140$ $\frac{17}{15} \quad \frac{15}{15} \quad \frac{14}{14}$ $\frac{14}{75} \quad \frac{140}{75}$	$4 \times 2 \times 7 = 56$ $\frac{3}{9} \quad \frac{12}{12}$ $56 \sqrt{12}$	$4 \times 3 \times 7 = 84$ $\frac{3}{7} \quad \frac{8}{18}$ $84 \sqrt{18}$	$4 \times 4 \times 7 = 112$ $\frac{15}{3} \quad \frac{7}{7} \quad \frac{4}{29}$ $\frac{29}{112}$
TOTAL	54%	21%	21%	26%
Nuclear Biologics and Chemical	$4 \times 5 \times 8 = 160$ $\frac{24}{21} \quad \frac{25}{23} \quad \frac{20}{113}$ $160 \sqrt{113}$	$4 \times 2 \times 8 = 64$ $\frac{8}{13} \quad \frac{21}{21}$ $64 \sqrt{21}$	$4 \times 3 \times 8 = 96$ $\frac{6}{8} \quad \frac{9}{23}$ $96 \sqrt{23}$	$4 \times 4 \times 8 = 128$ $\frac{21}{6} \quad \frac{8}{0}$ $\frac{35}{128}$
TOTAL	71%	33%	24%	27%
Security and Intelligence	$2 \times 5 \times 8 = 80$ $\frac{5}{8} \quad \frac{3}{4} \quad \frac{10}{30}$ $80 \sqrt{30}$	$2 \times 2 \times 8 = 32$ $\frac{4}{7} \quad \frac{11}{11}$ $32 \sqrt{11}$	$2 \times 3 \times 8 = 48$ $\frac{2}{1} \quad \frac{6}{9}$ $48 \sqrt{9}$	$2 \times 4 \times 8 = 64$ $\frac{8}{2} \quad \frac{1}{1} \quad \frac{2}{13}$ $\frac{13}{64}$
TOTAL	38%	34%	19%	20%
Prepare for Form X-Voy	$2 \times 5 \times 8 = 80$ $\frac{9}{9} \quad \frac{7}{7} \quad \frac{8}{92}$ $80 \sqrt{42}$	$2 \times 2 \times 8 = 32$ $\frac{4}{7} \quad \frac{5}{7}$ $32 \sqrt{7}$	$2 \times 3 \times 8 = 48$ $\frac{3}{5} \quad \frac{8}{8}$ $48 \sqrt{16}$	$2 \times 4 \times 8 =$ $\frac{9}{3} \quad \frac{5}{5} \quad \frac{10}{27}$ $64 \sqrt{27}$
TOTAL	53%	28%	33%	42%

84

of tasks in cluster x's variables x's # of total respondents per cluster total %

36c

PERCENTAGE LANGUAGE SKILLS
NOS 36c

3

FORMULA	LISTENING	SPEAKING	READING	WRITING
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
Map Reading	$1 \times 5 \times 7 = 35$ $\frac{5}{27} \quad 35\sqrt{27}$	$1 \times 2 \times 7 = 14$ $\frac{2}{5} \quad 14\sqrt{5}$	$1 \times 3 \times 7 = 21$ $\frac{3}{7} \quad 21\sqrt{7}$	$1 \times 4 \times 7 = 28$ $\frac{4}{17} \quad 28\sqrt{17}$
TOTAL	71%	38%	33%	61%
TECE Profile SET TA - 3/2/P/T TA - 3/4/I/TT	$4 \times 5 \times 8 = 160$ $\frac{21}{90} \quad 160\sqrt{90}$	$4 \times 2 \times 8 = 64$ $\frac{11}{22} \quad 64\sqrt{22}$	$4 \times 3 \times 8 = 96$ $\frac{6}{17} \quad 96\sqrt{17}$	$4 \times 4 \times 8 = 128$ $\frac{13}{28} \quad 128\sqrt{28}$
TOTAL	56%	34%	18%	22%
Generator SET PU - 619/M	$8 \times 5 \times 7 = 280$ $\frac{16}{71} \quad 280\sqrt{71}$	$8 \times 2 \times 7 = 112$ $\frac{1}{8} \quad 112\sqrt{8}$	$8 \times 3 \times 7 = 168$ $\frac{11}{14} \quad 168\sqrt{14}$	$8 \times 4 \times 7 = 224$ $\frac{13}{20} \quad 224\sqrt{20}$
TOTAL	25%	70%	87%	99%

85

PERCENTAGE LANGUAGE SKILLS

MOS 36C

of tasks in cluster x's
variables x's # of totals
respondents per cluster x
total z

FORMULA	LISTENING	SPEAKING	READING	WRITING
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
TELEPHONE SWITCHBOARD MANUAL	<ul style="list-style-type: none"> -demonstration -lecture -hands-on -performance (test) -rating (scale) 	<ul style="list-style-type: none"> -oral (test) -rating (scale) 	<ul style="list-style-type: none"> -self-paced -written (test) -rating (scale) 	<ul style="list-style-type: none"> -lecture -self-paced -written (te) -rating (sc)
TOTAL	6 x 5 x 5 = 150 <u>6</u> <u>5</u> <u>6</u> <u>5</u> <u>3</u> <u>25</u>	6 x 2 x 5 = 60 <u>0</u> <u>2</u> <u>2</u>	6 x 3 x 5 = 90 <u>0</u> <u>2</u> <u>1</u> <u>3</u>	6 x 4 x 5 = <u>5</u> <u>0</u> <u>2</u> <u>7</u>
SWITCHBOARD TELEPHONE AUTOMATIC SB-3614/77	6 x 5	6 x 2	6 x 3	6 x 4
	INSUFFICIENT DATA			
SWITCHBOARD TELEPHONE CIRCUIT ADDRESS MANUAL SB-3082 (V) 1/67	6 x 5	6 x 2	6 x 3	6 x 4
	Insufficient Data			

36C

5

PERCENTAGE LANGUAGE SKILLS
MOS 36C

of tasks in cluster x's
variables x's # of tot
respondents per cluster
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CENTRAL OFFICE TELEPHONE MANUAL	23 x 5 <i>In sufficient data</i>	23 x 2 <i>In sufficient data</i>	23 x 3	23 x 4
TOTAL				
TELEPHONE SIGNAL CONVERTER	10 x 5 <i>In sufficient data</i>	10 x 2 <i>In sufficient data</i>	10 x 3	10 x 4
TOTAL				
AUTOMATIC TELEPHONE CENTRAL OFFICE	2 x 5 <i>In sufficient data</i>	2 x 2	2 x 3	2 x 4
TOTAL				

P7

of tasks in cluster x's
variables x's # of totals
respondents per cluster =
total z

PERCENTAGE LANGUAGE SKILLS
NOS 36C

FORMULA	LISTENING	SPEAKING	READING	WRITING
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CONSOLE 1A11 AW/ TNC - 25	2x5	2x2	2x3	2x4
TOTAL	$1 \times 5 \times 5 = 25$ $\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$	$1 \times 2 \times 5 = 10$ $\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$	$1 \times 3 \times 5 = 15$ $\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$	$1 \times 4 \times 5 = 20$ $\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$
MAPPING	$25/10$	$10/1$	$15/2$	$20/5$
TOTAL	40%	10%	13%	25%
TEST SET TS - 27B / 7SM AW / PTM - 7	$4 \times 5 \times 6 = 120$ $\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \\ + 12 \\ \hline 120 \end{array}$	$4 \times 2 \times 6 = 48$ $\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \\ + 48 \\ \hline 48 \end{array}$	$4 \times 3 \times 6 = 72$ $\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \\ + 72 \\ \hline 72 \end{array}$	$4 \times 4 \times 6 = 96$ $\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \\ + 96 \\ \hline 96 \end{array}$
TOTAL	$120/38$	$48/4$	$72/11$	$96/13$
	322	19%	15%	13%

discrepant Data

88

PERCENTAGE LANGUAGE SKILLS
NOS 36C

7

of tasks in cluster x's
variables x's # of to
respondents per cluster
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
PIERL UNIT PL - 207/6	$3 \times 5 \times 7 = 105$ 19 14 19 13 $\frac{13}{18}$ $105 \sqrt{18}$	$3 \times 2 \times 7 = 42$ 6 12 $\frac{18}{18}$ $42 \sqrt{18}$	$3 \times 3 \times 7 = 63$ 6 2 $\frac{12}{20}$ $63 \sqrt{20}$	$3 \times 4 \times 7 =$ 14 6 $\frac{2}{3}$ 25 $84 \sqrt{2}$
TOTAL	74%	93%	32%	30%
FIELD CABLE	$11 \times 5 \times 8 = 440$ 59 40 57 44 $\frac{44}{244}$ $440 \sqrt{244}$	$11 \times 2 \times 8 = 176$ 15 $\frac{9}{24}$ $176 \sqrt{24}$	$11 \times 3 \times 8 = 264$ 18 4 $\frac{31}{53}$ $264 \sqrt{53}$	$11 \times 4 \times 8 =$ 40 18 4 $\frac{4}{66}$ $352 \sqrt{66}$
TOTAL	55%	14%	20%	19%
FIXED CABLE	$11 \times 5 \times 6 = 330$ 32 20 31 24 $\frac{20}{127}$	$11 \times 2 \times 6 = 132$ 4 $\frac{13}{17}$	$11 \times 3 \times 6 = 198$ 4 $\frac{12}{20}$	$11 \times 4 \times 6 = 2$ 20 4 4 $\frac{12}{44}$
TOTAL	38%	13%	10%	17%

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APPENDIX 4

This appendix contains the Observation Forms. These forms were taken to the actual training sites. Here, observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in MOS 36C.

HOB OBSERVATION FORM

MOS 36C

LOCATION FT GEORGE GA.

TASK #

PERSON. RECORDING

SUBJECT _____

INSTRUCTION

Physical Environment

COMMENTS

- 1. Classroom
 - 2. Open Areas (live fire field, make-up terrain)
 - 3. Large enclosed area (bleacher sites, warehouse size)
 - 4. Other (comments)

Instructional Ratio

- 1. Instruct or one-to-one/class
 - 2. Peer/one-to-one
 - 3. Group or Committee group¹
 - 4. Small (12 or less)
 - 5. Other (comments)

MODES OF INSTRUCTION

COMMENTS

▲ 4-2-36C

¹Group of instructors of whom one teaches one portion of the whole

- 10. Tape cassettes
- 11. Training publications: a) required
b) available
- 12. Signs/notices
- 13. P.A. System
- 14. Normal Voice
- 15. Soldier's Manual
- 16. Chalkboard
- 17. Other (comments)

SELF-PACED MATERIAL
TELEPHONE
Switchboard

<u>MODES OF RESPONSE</u>	COMMENTS
<input type="checkbox"/> 1. Manipulate equipment	
<input type="checkbox"/> 2. Performance	
<input type="checkbox"/> 3. Answers (spoken-written)	
<input type="checkbox"/> 4. Signals	
<input type="checkbox"/> 5. Taking notes	
<input type="checkbox"/> 6. Teamwork	
<input type="checkbox"/> 7. Other (comments)	

<u>STYLES OF COMMUNICATION</u> ²	COMMENTS
<input type="checkbox"/> 1. Formal Speech	
<input type="checkbox"/> 2. Informal Speech	
<input type="checkbox"/> 3. Regional/ethnic	
<input type="checkbox"/> 4. Body language	
<input type="checkbox"/> 5. Profanity	
<input type="checkbox"/> 6. Shop talk/slang	
<input type="checkbox"/> 7. Non-standard English	
<input type="checkbox"/> 8. Other (comments)	

A 4-3-36C

²Instruction, verbal orders

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APPENDIX 5

STRUCTURAL/LEXICAL LIST

This is the final list of structural and lexical items, grammatically named for MOS 36C .

(For discussion, see SectionII)

A 5-1-36C

SENTENCE TYPES

INTERROGATIVE

(do, does, modal, wh-, tag, inverted)
But what about the other 15 meters?
Ask, "What is there?"

DECLARATIVE- Dust and dirt forced into jacks will cause malfunction.

EXCLAMATORY- * Not found in this MOS.

IMPERATIVE-

(requests, commands, second person (singular/plural,
negative/affirmative), First and second person (let's)

ELLIPSIS:

Split the bracket until fire for effect is possible. * most common
type of ellipsis—subject deleted.

FRAGMENT

Movement to occupy a position.
All other parts

ADVERBIAL CLAUSES*

1. PURPOSES

Training must be conducted so that at least 80% of the students
can accomplish the task trained to the standards specified for
the task.

2. CONTRAST

Although natural terrain features are likely not to change and make
good reference points to orient a map, you may also use manmade
features such as roads, bridges, etc., to orient your map.

3. COMPARISON- * Not found in this MOS.

4. RESULT- * Not found in this MOS.

5. MANNER- Place full nomenclature and model of equipment as it appears on the front cover.

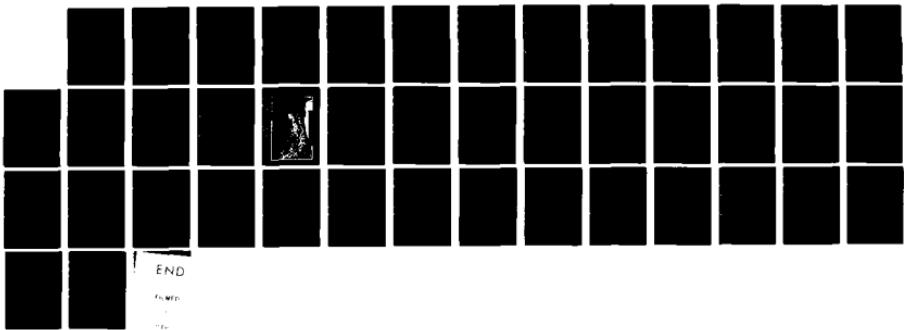
AD-A121 063

JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 36C- WIRE 2/2
SYSTEMS INSTALLER/OPERATOR(U) DEFENSE LANGUAGE INST
LACKLAND AFB TX ENGLISH LANGUAGE CENTER OCT 82

UNCLASSIFIED

F/G 5/9

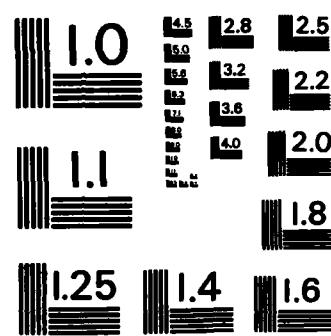
NL



END

AMWPC

TEC



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS - 1963 - A

STRUCTURAL ITEMS

SENTENCE TYPES

1. SIMPLE: One subject and one predicate

PATTERNS:

1. Subject and action verb- DAMAGE RESULTS
 2. Subject and action verb and direct/indirect object
Many things cause burns.
 3. Subject and linking verb and subjective complement
This is very important
2. COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

3. COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters or yards.

2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs). When the connections are established, (you) operate the conference link switch to normal position.

3. Noun (functions as a noun). (you) check and service only those items that can be checked and serviced.

6. TIME

When you have to go a certain distance on foot without any landmark to guide you, you can measure distance pretty accurately by counting your paces.
Split the bracket until the fire for effect is possible.

7. PLACE- Do not used compressed air to dry parts where cleaning compound has been applied.*

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE-*Not found in this MOS.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL- Report uncorrected faults to your team chief.

3. INFINITIVE- Check to see that all batteries are removed.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

* Ambiguous sentence- can be adjective or adverb clause (non-standard)

VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- You will be tested.
- If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- Have someone walk the FDL and determine dead space.
- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb
present verb (uninflected, third)
person, indicative
past tense (regular/irregular)
present perfect
future

2. TYPES

intransitive- The switchboard weighs approximately 280 pounds.

transitive- Performance measure/requires a team of two.

linking- Supervision and assistance are available

3. VOICE

active

recognize	appear	has
protect	seek	must be
is facing	secure	wipe
pop. contain	wear	rinse
explode	mask	put brush
sounds	stored	empty
points out	do require	reassemble
seen	could affect	reinstall
		remove

passive

given
is protected
is sprayed

are alerted
are reported
have been corrected

are authorized
be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice

modal+negative+passive

4. MODALS

You must demonstrate, once every 6 months, that you can meet or succeed the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should not be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE, serviceable, available and detectable

2. COMPARATIVES

Threat main tanks are smaller than the US main battle tanks.

3. SUPERLATIVES

The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

1. INDEFINITE

Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).

2. POSSESSIVE

(nouns and apostrophe)

Shake the soldier's shoulder and shout, "Are you OK.?".

3. SUBJECTIVE

This will give you correct nomenclature.

4. OBJECTIVE

It will also give you the correct functioning.

5. REFLEXIVE

Keep yourself clear of the muzzle.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES-Do not attempt to move it alone.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4.

/ OTHER

Assembly procedures for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB - *Not found in this MOS.

(particles)

*Negatives

Prepositions

Articles

Pre-BT--not included because of Section II
in this document

APPENDIX 6

VOCABULARY (17-house)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary. The final list is alphabetized for the entire MCo.

above
according to
adequate
adjust
ample
another
answer (v)
apply
appropriate
as an.
as in
assign
assistance
ask (for)
at least
attach
attempt
at the same time
available
avoid
AC
accessory
serial cable
air brake operation
answer cord
answer cord plug
answer switch
appendix
automatic ringing
AUX position
axle

barely
base (n)
base (v)
basic
before, during, after operation
behind
between
black
block
both
bottom
box
buzz
backfill
base plate
basket hitch tie
bat binding post
battery
battery cell
battery cell compartment cover

battery charging meter indicator
battery compartment
battery compartment cover
battery compartment latch
binding post
broken plugs
buried road crossing
burst of ringing
bury
buzzer
buzzer volume control
by a team of 3 within 20 minutes

call (v)
call (n)
call back
called party
case
cause (v)
caution
challenge (v)
change (v)
change over (v)
chapter (chap)
check (v)
check (n)
clean
cleanliness
climb
close
closely
clothing
cable
cable connection
cable line
cable reel
call cord
calling cord
call plug
carbon monoxide
carrying case
carrying strap
central knob
central switch
choke control
circuit breaker
circuit switch
civilian trunk
cleaning cloth
cleaning compound
climbing equipment

communication	crank
complete	current selector switch
completely	cycle
completeness	
completion	
component	daily
conduct	damage (v)
condition	damage (n)
conductor	dangerous
conference	death
connect	decrease
connection	defect
connector	defective
construct	depend
contact (n)	depress
contact (with)	desire
contain	detectable
container	determine
continue	dirt
color code	direction
color rating	disassemble
common battery line	discolor
common battery signal (CBS)	disconnect
common battery trunk	distant
completion report	during
CONF (calling party's cord.. circuit switch)	DC
CONF position	deicing
CONF-SUPR position (conference supervisor position)	diagram
CONF-SUPR-TRK-SIG switch (conference supervisor trunk signal)	dig
conference call	digging tool
connector	digit key
connector block	digit selection tone
control cabinet	digit sidetone
cord	distant switch board
cord circuit switch	distribution box
corrosion	door assembly
counterclockwise	door holder
control (v)	drive hook
control (n)	
convert	each
correct	ear
correctly	either
correspond (to)	electrical
cover	emergency
crack	end
current	enclosed space
cut	engine
cover assembly	entangled
cradle	enter
	entry
	environment
	equipment

establish	fully
exercise care	field cable line
exist	field flash switch
existing (adj)	foreign matter
extend	frame
extended period of time	fray
Earth GND bonding post (upper, lower)	free circulation of air
electrical harness	free end
electrical starting procedure	free movement
electrocution	frequency meter
embedding (n)	front wheel landing gear
emergency run position	fuel line
emergency situation	fuel tank
emergency STOP-RUN switch	fuel valve (3-way)
emergency stop switch	fume
engine governor	fungus
engine oil pressure indicator	fuse
engine safety	
entry	gas
ESC (equipment service ability criteria)	gasoline
ESC procedure	generate
evaluation requirement	generator
exhaust gas	go ahead with call
explode	green
explosive	gage (gauge)
exterior	gas (poisonous, odorless, colorless)
extension service	gas can
extension telephone	gas hose
exterior components	gasoline and diesel engine
EXT-INT switch	driven trailer mounted
	gasoline engine driven skid mounted tubular frame
failure	generator
fasten	generator log book
faucet	generator output voltage
feet	generator set
few	generator unit
fill (v)	governor
figure (FIG) (n)	governor control
finish	ground (v)
firm	ground connection
first	ground rod
flame	ground rod connection
flammable	ground system
flow	ground tie
follow procedures	ground use
foot	guide cable onto reel evenly
form	
free of (dust & dirt)	hand tool
front	hands
fuel	hear

higher
highly
hold
hour
hand generator
hand set
handset mounting cradle
handset retaining cradle
handset retaining spring
head set
hook switch
hourmeter
hydrogen

identify
if
if no answer
immediately
in accordance with
indicate
inform
information
in front of
initially
initiate
in order to
insert
inspect
install
installation
insure
idle cord circuit
IN govern position
insulation
installation check
intervehicle cable

just
jack
jack field section

kit
keyshelf section
knot completely seized
knot seized with left hand
copper strands

last

leave
length
level
lift
listen
listing
local call
locate
loose
lower (adj)
lower (v)
lowest
loud
leak
leakage
line
line bending post
line cord
line jack
line signal
line wire
line voltage
lent free cloth
load cable
load connection
load equipment
load line
load terminal
local position
locking device
lock plate
lock plate slat
log book
lower band

maintain
maintenance
make
make certain
make sure
manual (n)
measure (n)
manual (adj)
measure (v)
minute (n)
momentarily
move
moving parts
magnets
magnet trunk
manifold
manual ringing
manual telephone

mark the area
marlin cord
metallic surface
metal-to-metal contact
meter
microphone
mode selection switch
monitor
muffler
MWO (modification work orders)

name
near
necessary
need
neutral
new
normal
normally
notify
number
non-tactical
NBC (nuclear, biological
chemical) situation
normal position
neutral position

object (n)
observe
off the ground
oil
once
one at a time
only
open
operate
operation
operational
operator
originator
other
output
oil pressure
Off position
On position
open flame
open fumes
operating pressure
operating procedure
operating temperature
operational check
operational procedure

operational test
operator's pack
out of operation
output connection
overall evaluation

page
painful
pair
paragraph (para)
party (person)
perform
performance
personnel
pertinent
phase
place (n)
place (v)
place back
pole
position (n)
position (v)
prepare
press
prevent
pair of cable
panel
parking brake
pay cable from reel
performance level
performance measure
phase switch
piped to
plant records
plug seats
point-to-point operation
point-to-point position
point-to-point telephone
pole
position
power cable
power cord
power pack
power pack panel
preventive
prior
proceed
proper
properly
provide
pull out
put
put back

preinstallation check	reset
preinstalled cable	result
preinstalled switchboard	return
preliminary procedure	ring
preoperational check	running (in operation)
prescribe	rust
press (to)	ring off
prolonged breathing	road crossing
proper reading	rod
put out of action	run position
	run wire
 quart	
	same
rapidly	same as
rating	second
reach	section (sec)
ready	secure (v)
reason	select
recall	service (n)
record (v)	service (v)
recover	serviceability
red	set
refer	set up
reinstall	several
release	shelter
remove	shut down
removal	site (n)
replace	site (v)
report	situation
request	skin
require	slowly
requirement	section chief
rear panel	section of cable
receive-pair	selector switch
receiver	send-pair
receptacle connector	SET position
receptacle cover	sidetone
reel	sidetone level
reel equipment	signal (v)
reel unit	single phase
reel with crank	sound level
REMOTE-LOCAL switch	spark
resistor	speech sidetone
retaining rings	square knot without seizing wire
return cord circuit	stake
return to position	START position
RING BACK position	START-STOP switch
RING FWD position	station cord
ringing circuit switch	status column
ringing level	steel strands cut flush with the inner insulation
ringing test	smoke

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so that
sound (n)
source
speak (into)
speech
spill
stand
standby
start (n)
start (v)
start-up
step (n)
stop
store (v)
submit
suitable
subscriber
supervise
stopping procedure
storage
storage site
supervision
supervisor
supply
survey (n)
swing (v)
switch
switchboard

talk list position
talk list switch
talk position
tamping bar
tape
telephone set
telephone set cases
terminal
terminal LO
terminal post
test station
toxic
transfer box switch
transmission test
turn on
turn to
two
type
transmitter
trench
trunk
trunk call
trunk wires
twenty-six pair cable line
tying in field wire
tying square knot

talk
task
team
telephone
telephone number
test
three
through (thru)
tie
tight
tighten
time
tire (n)
tool kit
total
tree
turn
turn in
turn off
tactical
team chief
team member
task switch
tag (n)
tag (v)
tag lines with send and receive
talk list key

uncorrected
under
unit
unless
unlock
unplug
use
underground system
upper bank

value
verbal
vicinity
VAC + 5 VAC
ventilation
vertical
voice sidetone level
voltage
voltage adjustment knob
voltage change
voltage output
voltage phase switch position
voltage reading
voltage selection switch
voltmeter

wash off
water
weather conditions
week
weekly
white
within
without
without damage
work
warning (n)
wire
wire connection
wire line
wire strands fanned out and separated
without bending

yellow

APPENDIX 7

... Appendix 7 is the machine generated vocabulary list. It was not useful for our purposes. It is included for a cross-reference of vocabulary.

47-1-36C

HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

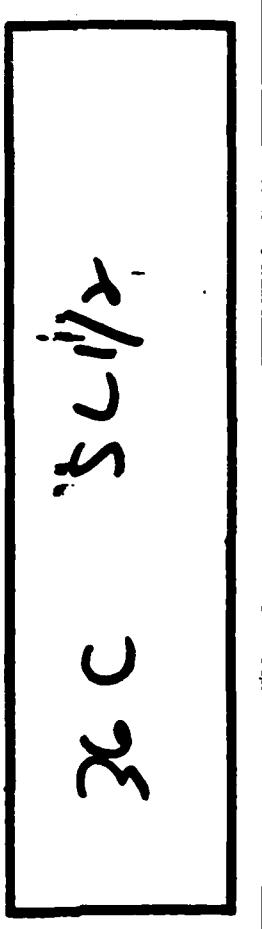
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WCA

DLT



111

SEQUENTIAL DATA MANAGER

PAGE NO 2 TYPE II RECORDS BYTES

3	W.F. RAYA	"	20,1	26,1	29,1	20,1	25,2	36,1	40,1	46,1	49,1	56,1	33,1	32,2	123,1	121,1	104,1	101,1
3	UNIV.	"	30,2	46,1	7,1	44,1	1,1	36,1	21,1	2,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	
3	MARSHES	"	92,1	117,1	61,1	9,1	5,1											
3	HILARIO	"	117,1	61,1	9,1													
3	INSPICEN	"	3,1															
3	KETTLE	"	40,2	39,1														
3	LICENSE	"	65,1	9,1	8,2	5,1	4,1	2,1	123,1	55,1	23,1	17,1						
3	LIGHT	"	61,1	4	213,1	212,1	178,2	133,1	113,1	112,1	111,1	104,1	101,1	74,3	73,1	71,2		
3	LILAC	"	68,1	33,1	50,1	45,2	44,1	36,1	32,2	31,3	28,1	24,4	21,1	19,1	17,1			
3	LIMANIS	"	15,3	13,1	11,1	9,3	8,2	7,6	6,4	5,10	4,5	3,1	2,6	1,4				
3	LOCK	"	163,1	41,1	167,1													
3	LUG	"	39,1	19,1	611,2	20,1	12,1	3,1										
3	LUP-JP	"	5,1	163,1	117,1													
3	LUP-ICATE	"	36,1															
3	LUL-LG	"	212,2	46,1	1	9,1	7,1	6,1	178,1	10,1	14,1	13,1						
3	LUMIFIE	"	4,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1	1,1						
3	MACHIRE	"	5,1	2,1	4,3													
3	MALIBAIKED	"	192,4	4,3														
3	MAGILE	"	24,3															
3	MAMPLIFICATION	"	111,1															
3	M-LLIK	"	117,1															
3	M-LL	"	117,1															
3	M-FALE-TO-METAL	"	117,1		7,1	6,1	19,2,											
3	MICELAR	"	27,1	26,2														
3	MIXOXIDE	"	28,1															
3	MFLXIR	"	28,1															
3	MUD-TO-KNOW	"	65,1															
3	M-PU	"	7,1	2,1														
3	M-USE	"	19,1	5,1														
3	MUSCICLATURE	"	7,1															
3	MUSICAL-TALK-HOLD	"	2,1	2,1	111,1	71,3	37,1	40,1	39,2	20,1	17,2	7,2	5,3	1,4,1	3,5	7,4		
3	MUT	"	4,1															
3	MUTUT	"	28,3	611,2	117,1	65,1	35,1	20,1	17,1	9,1	2,1	0,1	7,1	6,1				
3	PATFL	"	163,1	123,1	5,1	7,1	3,1	25,1	21,1	130,1	126,1	123,2	107,1	69,1	35,1	31,1		
3	P-CRSTAL	"	3,1															
3	PICCL	"	611,1															
3	PING	"	13,1															
3	PILT-10-POINT	"	114,1	5,1														
3	PILT	"	167,6	162,3	163,2	113,2	159,2	197,5	159,2	149,1	5,2	1,1	36,2	33,2	37,1			
3	PULERESUE	"	31,12	30,2	28,1	19,1	18,2	16,4	15,1	11,2	8,2	178,3						

CONNECTED	103,1	109,1	53,1	69,2	76,2	49,2	40,1	30,1
CLOUDS	20,1	106,1	20,1	611,1	123,1	119,1	115,1	107,1
CLIMESPU	20,1	106,1	120,1	1,7	167,2	1,2	41,1	31,4
CO-OPPLINS	0,1	60,1	20,1	111,1	90,1	5,1	3,1	117,3
CONFUSION	20,1	101	111,1	90,1	5,1	3,1	117,3	
CONVOLUTECLOCKWISE	20,1	107,2	41,1	31,4	29,3	19,3	10,1	19,2
COVER	7,1	30,2	10,4	117,1	94,1	66,1	13,2	
CURRENT	—	611,1	20,2	4,2	—	—	—	—
CRITAIL	—	135,1	—	—	—	—	—	—
CYCLE	—	137,1	36,1	3,1	—	—	—	—
DE-ANALIE	—	133,1	—	—	—	—	—	—
D-ANALIE	145,2	30,1	16,1	—	—	—	—	—
D-:	611,8	610,6	219,4	153,3	143,1	135,1	125,1	115,3
D-:	114,1	118,1	109,2	105,1	99,1	95,2	89,1	76,1
D-:	61,2	55,1	53,1	49,2	40,2	31,1	28,2	21,3
D-ILY	—	9,2	7,9	5,1,3	4,1	3,17	2,10	1,9
D-ILY	—	—	109,1	95,1	87,1	74,1	69,1	61,1
D-ILY	21,2	9,1	7,3	5,3	3,2	611,1	53,2	43,1
D-ILY	—	20,1	10,1	9,1	33,1	32,1	26,1	20,1
D-ILY	51,1	47,1	41,1	41,1	32,1	26,1	9,2	5,1
D-IGEROUS	—	29,1	9,1	143,1	139,1	139,1	139,1	139,1
D-ILY	—	3,3	10,2	10,2	911,1	7,3	—	—
D-ILY	—	610,1	135,2	135,2	135,2	7,3	—	—
D-ILY	—	143,1	139,1	79,1	25,1	7,1	3,2	2,1
D-CREASE	—	12,1	—	—	—	—	—	—
D-FIITIVE	—	10,1	12,2	11,1	7,3	5,1	3,1	2,1
D-FINITIONS	—	167,1	610,1	10,1	—	—	—	—
D-FIAGING	—	65,1	10,1	—	—	—	—	—
D-PARTMENT	—	145,1	—	—	—	—	—	—
D-ILRESS	—	27,1	20,3	3,2	109,1	37,1	40,4	39,3
D-PTH	157,1	20,1	—	—	—	—	—	—
D-FACK	—	5,1	10,3	49,1	48,1	—	—	—
D-Scribed	—	5,1	—	—	—	—	—	—
D-SIGRATE	—	7,1	—	—	—	—	—	—
D-SIGRATE	—	28,1	26,1	17,1	8,1	7,1	5,4	4,2
D-SIGRATE	—	6,1	10,1	10,1	10,1	10,1	10,1	10,1
D-SIGRATE	—	153,1	101,1	101,1	101,1	101,1	101,1	101,1
D-SIGRATE	—	3,2	20,2	14,1	13,1	12,2	9,1	611,1
D-SIGRATE	—	611,1	611,1	611,1	611,1	611,1	611,1	611,1
D-SIGRATE	—	3,1	20,1	32,2	—	—	—	—
DIAGRAM	—	3,1	—	—	—	—	—	—

NET	34	201	101	201	7,2	5,5	4,2	12,1	11,2	9,1	8,2	123,1	123,4	123,2
NET	35	119,1	115,1	116,1	112,1	109,2	105,1	98,2	76,3	66,3	53,1	49,1	49,2	39,1
NET	36	30,1	21,1	13,1	20,1	18,10	13,1	16,1	133,3	131,2	611,7	610,2	219,2	213,2
NET	37	192,1	192,1	113,1	5,1									
NET	38	46,1	25,1											
MITCH		115,1	113,1											
MIST		32,2												
MILD		7,1	20,1											
MILE		5,3	2,3	163,1	161,2	155,2	151,2	131,2	13,1	11,1	7,1			
MILK		117,1	25,1	41,1	36,1									
MUSE		117,1	193,1	23,1	18,1									
MUSIC		117,1	117,1											
MYST		117,1	20,1	29,1	1,1	113,1	611,6	167,1	40,2	36,1	33,1	31,1		
MYST		117,1	5,1	20,1	1,1									
MYST		5,1	20,1	6,1	145,1	31,1								
KING		9,1	20,1											
KIR		212,2												
LAMEL		15,1	10,1	155,1	93,1	170,1								
LATH		13,3												
LADING		36,1												
LADY		92,1												
LAD		611,1	41,1											
LEAKAGE		20,1	99,1	4,1	111,1	103,1								
LAST		5,1	6,1											
LLAVE		7,1	22,1	1,1	66,2									
LIFT		212,1	5,1	1,1	127,1	10,1								
LICIBILITY		121,1	9,1	20,2	1,1									
LONGTH		111,1												
LESSON		4,1	20,2	1,1	19,1	10,10	15,1	7,2	36,1	31,3	24,4	69,2	611,6	113,6
LEVEL		74,2	1,2	74,1	1,1									
LIVER		8,1	7,2											
LIFT		167,1	6,1	9,1	9,1	21,1	113,1	130,1						
LIGHTING		20,1	99,1											
LIMIT		611,1	610,1											
LICK		9,1	22,12	6,1										
LINT		30,1	21,1	1,1	9,1	7,1								
LIST		93,1	49,1											
LISTEN		71,3	2,1											
LMAO		26,1	2,1	79,1	20,2	212,1	170,1	1,1						

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12

Maintenance

117/2
117/3
117/4
117/5
117/6
117/7
117/8
117/9

MANAGEMENT
AND DESIGN

Mr. P. G. T. Beauregard, General-in-Chief, Southern Army.

125. 3/4 123. 1 121. 1 119. 1 117. 1 115. 1 113. 1 111. 1 109. 1 107. 1 105. 1 103. 1 101. 1 99. 1 97. 1 95. 1 93. 1 91. 1 89. 1 87. 1 85. 1 83. 1 81. 1 79. 1 77. 1 75. 1 73. 1 71. 1 69. 1 67. 1 65. 1 63. 1 61. 1 59. 1 57. 1 55. 1 53. 1 51. 1 49. 1 47. 1 45. 1 43. 1 41. 1 39. 1 37. 1 35. 1 33. 1 31. 1 29. 1 27. 1 25. 1 23. 1 21. 1 19. 1 17. 1 15. 1 13. 1 11. 1 9. 1 7. 1 5. 1 3. 1 1. 1

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MEASURE

MECHANICAL -

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McGILL, MARY E.

REGISTRATION NO. 1111

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187.9	201.1	169.1	107.1	178.3	167.4	611.15	115.3	211.2	212.3	611.4	115.3	201.1	169.3
	181.7	170.9	107.2	163.2	101.8	159.2	155.3	153.1	153.1	159.1	113.4	112.4	167.2
	181.1	199.1	95.2	93.2	89.1	87.2	78.1	76.1	74.2	69.2	66.2	67.1	61.2
	181.2	201.2	31.1	49.3	47.1	46.1	45.2	44.1	42.1	41.4	40.2	29.1	37.1
	201.1	33.3	32.1	31.4	30.2	28.1	25.1	22.1	21.6	9.6	9.6	7.9	20.2
	19.2	18.9	17.1	15.3	16.2	11.9	10.2	—	—	—	—	—	—
TECHNIQUES		2.1	—	—	—	—	—	—	—	—	—	—	—
TELEPHONE		113.1	101	41.1	33.1	31.1	5.1	2.1	611.1	—	—	—	—
	7.5	22.4	1.1	18.24	17.4	15.2	12.3	10.1	9.4	8.2	6.1	5.9	6.4
	3.11	20.1	19.1	21.1	21.1	131.1	123.1	121.1	113.3	213.1	69.4	64.2	63.2
	76.4	95.3	115.2	119.1	66.2	65.1	63.1	61.1	53.1	51.1	49.1	45.6	28.2
	—	—	25.1	26.3	100.1	99.5	98.1	47.1	32.2	30.1	29.1	39.1	33.1
TELL		74.1	73.2	—	—	—	—	—	—	—	—	—	—
TRIM		27.1	—	—	—	—	—	—	—	—	—	—	—
TRUSS		1.1	32.1	6.1	—	—	—	—	—	—	—	—	—
TUM		1.1	2.2	—	—	—	—	—	—	—	—	—	—
TERMINATE		40.2	39.1	2.1	—	—	—	—	—	—	—	—	—
TIE		192.3	175.1	115.1	113.2	9.1	9.1	—	—	—	—	—	—
TIGHT		2.3	9.1	3.3	7.1	30.1	16.1	—	—	—	—	—	—
TIME		15.1	5.1	1.2	611.2	71.1	26.2	—	—	—	—	—	—
TIP		18.1	—	—	—	—	—	—	—	—	—	—	—
TIRES		611.1	—	—	—	—	—	—	—	—	—	—	—
TIRE CARRIER		5.3	—	—	—	—	—	—	—	—	—	—	—
TIRE CUE		6.1	44.1	11.1	9.1	6.1	7.2	—	—	—	—	—	—
TIRE		193.1	93.1	—	—	—	—	—	—	—	—	—	—
TIRAL		5.1	12.1	6.1	105.1	123.1	31.1	—	—	—	—	—	—
TITCH		6.1	611.1	—	—	—	—	—	—	—	—	—	—
TICAC		143.1	74.1	—	—	—	—	—	—	—	—	—	—
TIGERULAR		611.6	—	—	—	—	—	—	—	—	—	—	—
TICK		7.1	20.4	6.1	71.1	69.1	60.1	—	—	—	—	—	—
TYPE		161.1	32.1	13.1	7.1	6.1	—	—	—	—	—	—	—
VEC		611.2	—	—	—	—	—	—	—	—	—	—	—
VILGE		49.1	4.2	3.3	—	—	—	—	—	—	—	—	—
VOLGE		7.1	30.1	139.1	—	—	—	—	—	—	—	—	—
VOLUS		611.1	—	—	—	—	—	—	—	—	—	—	—
VOLSEL		117.1	—	—	—	—	—	—	—	—	—	—	—
VERIFY		611.2	11.2	40.1	6.2	6.1	2.2	—	—	—	—	—	—
VERTICAL		112.1	11.1	167.1	178.1	611.1	163.1	155.1	—	—	—	—	—
VICINITY		—	—	116.1	113.1	105.2	10.1	9.1	2.2	—	—	—	—
VICTIM		—	—	—	—	—	—	—	—	—	—	—	—
VISION		112.1	36.1	43.1	36.3	36.3	35.1	—	—	—	—	—	—

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APPENDIX 8

60 ECL STRUCTURES AND LEXICON

The following list of 60 ECL structures is included as an addition to the structural and lexical list. These structures and lexical items are very basic. Giving examples of each and every item would make this document much more cumbersome. Therefore to facilitate review, this list was attached.
(See Section II for discussion.)

A 8-1-360

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Sentences:

- | | |
|------------------|--|
| A. Declarative | statement |
| B. Interrogative | question
(1) wh- questions
(2) tag questions
(3) yes/no questions |
| C. Imperative | command, polite request |
| D. Exclamatory | exclamation |

Sentence Complexity:

- | | |
|---------------------|--|
| A. Simple | one full subject and predicate |
| B. Compound | two or more independent clauses joined by:
a. punctuation
b. punctuation and conjunctive adverb
c. coordinate conjunction |
| C. Complex | one or more dependent clauses and an independent clause |
| D. Compound-Complex | two or more independent clauses and one or more dependent clauses. |

Verbs:

- | | |
|----------------------------|--|
| A. Concord | subject-verb agreement |
| B. Transitive | takes an object |
| C. Intransitive | doesn't take an object |
| D. Copula | to be |
| E. Linking | connectors |
| F. Auxiliaries of tense | will, do, did |
| G. Auxiliaries of modality | should, ought to, must, have to, have got to, able to, can, may, might, could, would |
| H. Tense | present, past |
| I. Aspect | perfect, progressive |

Verbal Forms:

- | | |
|-----------------------|---------------|
| A. Present Participle | active voice |
| B. Past Participle | passive voice |

Voice:

- | | |
|-------------------------|----------------------------|
| A. Active | subject does action |
| B. Passive | subject does not do action |
| (a) agent expressed | |
| (b) agent not expressed | |

A. Singular	man, pen
B. Plural	men, pens
C. Count	chairs
D. Mass	flour
E. Possessive	soldier's
F. Collective	fish

Adjectives:

A. Predicative	The tank is green.
B. Attributive	The green tank is moving.
C. Degrees of comparison	
(a) regular	big, bigger
(b) irregular	worse, worst
D. Ordinal/Cardinal Numbers	first, one

Adverbs:

A. Time/Frequency	immediately, today, ago
B. Place/Position	here, there, everywhere
C. Manner	maybe, possibly
D. Negative	no, never
E. Comparison of Degree	nearest, harder
F. Degree	thoroughly, completely

Articles:

A. Definite	a, the
B. Indefinite	any, some

Pronouns:

A. Personal	you
B. Demonstrative	that
C. Indefinite	anybody, both, each
D. Reflexive	himself, yourself
E. Cases of	I, me, my, mine
F. Relative	who, whom, whose
G. Interrogative	who, which, what

Conjunctions:

A. Coordinating	and, but, or, nor
B. Subordinating	because, if, as, that, after
C. Correlative	either, or
D. Conjunctive adverb	therefore, furthermore

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Prepositions:

A. Simple

- (a) place on, in
- (b) time in, at, on
- (c) direction/motion to
- (d) manner/agent/instrument by, with
- (e) measurement, number of

B. Compound:

according to, because of, by means.

Vocabulary:

words from 1100 through 2400 -
Elementary and Intermediate Phase of General English
materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

"two word verbs"

